



LOYOLA UNIVERSITY BULLETIN



LOYOLA UNIVERSITY
A BICENTENNIAL
CAMPUS

1975-76 1976-77
GRADUATE STUDIES

CORRESPONDENCE DIRECTORY

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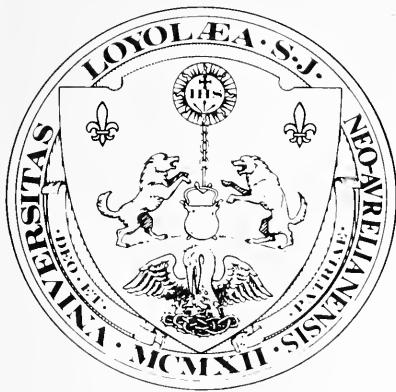
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LOYOLA UNIVERSITY New Orleans

**1975-1977
GRADUATE
STUDIES**

BIOLOGICAL SCIENCES
BUSINESS ADMINISTRATION
EDUCATION
MUSIC

LOYOLA UNIVERSITY BULLETIN

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The legal and corporate title of the institution is *Loyola University*. All donations, endowments, legacies, bequests, and gifts should be made under that title. Loyola University was authorized to grant degrees by The General Assembly of Louisiana for the year 1912.

Loyola University has fully supported and fostered in its educational programs, admissions, employment practices and in the activities it operates the policy of not discriminating on the basis of race, color, creed, national origin or sex. Title VI of the Civil Rights Act of 1964, 42 USC 2000d, and Title IX of the Educational Amendments of 1972, 20 USC 1681, 1682 and 45 CFR, Part 86 prohibit such discrimination. Inquiries concerning Title IX's sex discrimination regulations may be referred to Dennis L. Rousseau, School of Law, Loyola University, 6363 St. Charles Avenue, New Orleans, La. 70118, (504-866-5471, ext. 8478) or the Director of the Office for Civil Rights.

TABLE OF CONTENTS

4	Academic Calendar
7	The University
10	Graduate Programs
11	Admission
14	Tuition, Fees and Financial Aid
17	Student Life
20	Academic Resources
21	Academic Regulations
25	Biological Sciences
31	Business Administration
43	Education
58	Music
68	Administrators
70	Graduate Faculty

ACADEMIC CALENDAR

1975 FALL SEMESTER

August

25-26 Registration
27 Classes begin

September

1 Labor Day—holiday
3 Last day to register
5 Last day to add courses or change from part time to full time status

October

16 Mid term appraisals due
17 Octoberfest—holiday
24 Latest date to apply and receive degree audit for graduation in May 1976

November

14 Last day to drop a course
25 Thanksgiving holidays after last class

December

1 Classes resume
1-5 Early registration
8 Immaculate Conception—holiday
12 Last day of class
13 Final exams begin
20 Final exams end
23 Final grades due from faculty
23 Final day for graduate students to apply for January 1976 graduation

1976 SPRING SEMESTER

January

14-15 Registration
19 Classes begin
23 Last day to register
27 Last day to add courses or change from part time to full time status

March

1-3 Mardi Gras holidays
15 Mid term appraisals due

April

12	Last day to drop a course
13	Easter holidays begin after last class
20	Classes resume
26-30	Early registration for Fall 1976 and Summer 1976
30	Final day for graduate students to apply for May 1975 graduation

May

5	Last day of class
6	Exams begin
11	Exams end
12	Latest day for submission of grades for graduation candidates
16	Baccalaureate Mass
18	Commencement

1976 FALL SEMESTER**August**

23-24	Registration
25	Classes begin

September

1	Last day to register
3	Last day to add courses or change from part time to full time status
6	Labor Day—holiday

October

14	Mid term appraisals due
15	Octoberfest—holiday
22	Latest date to apply and receive degree audit for graduation in May 1977

November

1	All Saint's Day—holiday
12	Last day to drop a course
23	Thanksgiving holidays begin after last class
29	Classes resume
29-30	Early registration for Spring 1977

December

1-3	Early registration for Spring 1977
8	Immaculate Conception—holiday
10	Last class before exams begin
13	Exams begin
21	Exams end
23	Final grades due from faculty
23	Final day for graduate students to apply for January 1977 graduation



1977 SPRING SEMESTER

January

13-14	Registration
17	Classes begin
21	Last day to register
25	Last day to add courses or change from part time to full time status

February

21-23	Mardi Gras holidays
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March

14	Mid term appraisals due
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April

4	Last day to drop a course
5	Easter holidays begin after last class
12	Classes resume
18-22	Early registration for Fall 1977 and Summer 1977
29	Final day for graduate students to apply for May 1977 graduation

May

4	Last day of class
5	Exams begin
10	Exams end
11	Latest day for submission of grades for graduation candidates
16	Baccalaureate Mass
17	Commencement

THE UNIVERSITY

Loyola is a Jesuit university, founded by the Society of Jesus and chartered in 1912 with ownership vested in the Loyola community of Jesuit fathers. The university offers a wide variety of undergraduate programs, graduate degrees in biological sciences, business administration, education, music, and a professional degree in law.

Loyola is composed of the colleges of Arts and Sciences, Business Administration, City College, Music, and the School of Law. In addition the university has programs in graduate and summer work, and the Institute of Human Relations operates under its auspices. Loyola also owns and operates the WVLS radio and television in New Orleans. There are no branch campuses or extensions, or affiliated schools, and the University does not offer correspondence study.

All divisions of the university are fully coeducational. Admissions to any unit of the University is granted without reference to race, residence, religion, or sex.

Loyola enrolls about five thousand students during the academic year, and an additional three thousand during the summer. Approximately three-fifths of these students are undergraduates, two-fifths are women, and two-fifths, part time. There are somewhat under three hundred faculty members, and slightly over two thirds are full time. About fifty of these are Jesuits. Both faculty and students are geographically diversified, with under two-thirds coming from the Southern region of the United States.

The university is located in the uptown residential section of New Orleans, on Saint Charles Avenue facing Audubon Park, and covers nineteen acres. On this site are modern high rise dormitories, and a university center built within the last decade. A multistory science complex containing classroom and office space for many university departments complements the traditional academic buildings of the main quadrangle. A new building for the School of Law was opened in the fall of 1973.

History

The founder of New Orleans, Bienville, dreamed of establishing a Jesuit college here in the early days of the settlement. It was not until the early nineteenth century that the Society of Jesus began the establishment of colleges in the South, and in the 1830's colleges were operated by the Society in Mobile and the Saint Charles College was established up the river from New Orleans.

In 1847 the Jesuits took steps to found a college in New Orleans. This college was located on the corner of Baronne and Common streets, and

the first students reported in February of 1849. The college on Baronne was giving the M.A. degree as early as 1868.

By 1904 another Jesuit college was opened in New Orleans on the site that Loyola occupies today. In 1911 all of the college level departments were moved to this location, and in 1912 the Loyola University was officially chartered by the State of Louisiana. It rapidly began to add new schools and colleges: Pharmacy in 1913, Law and Dentistry in 1914, Music in 1932, and Business Administration in 1947.

In 1909 a spark-gap transmitter was started on campus as a part of the physics department. By 1922 it had matured into WWL radio, and in 1935 it became the CBS affiliate in New Orleans. Today it is one of the few fifty thousand watt clear channel stations in the country. In 1957 the university branched into television with WWL-TV. Both radio and television stations are a part of Loyola University, and besides providing much needed financial assistance they furnish the media by which Loyola serves a larger public. They also provide technical assistance to the department of communications.

Purpose

Loyola is committed to the ideal that the Christian gospel presents a world view which can be integrated into the thought of any age. The gospel is not wedded to any given philosophy, science, art, or politics. The world view rooted in the gospel is stable throughout the ages, although its form may vary with the times.

The person is central in a Catholic college. It is the task of a Catholic college to equip man to know himself, his world, his potential, and his Creator. To perform this function properly it must strive to be one academic community in quest of truth, a community composed of administrators, faculty, and students; both laymen and clerics. This community must be composed in a manner fitting to our pluralistic society and ecumenical age. It will, therefore, be made up of many whose modes of commitment to Christianity and university aims differ: of those religious men and women who have dedicated their lives to the Christian faith commitment, of those who live the Christian faith commitment without a special calling, of those who live non-Christian faith commitments, and even of some who live no faith commitment at all. Religious and non-religious, Christian and non-Christian, all will dedicate themselves to the mission of this Catholic college—each in his own way. All will cooperate in the search for truth, either by exploring the inner dynamism of Christianity and its implications for the present, or by provoking this quest in others. All are bound together by a common search for knowledge. All are dedicated to the discovery and promulgation of truth.

The community in quest of truth has a reverence for creation, not only the creations of God and the creations of man, but for life itself as a foundation of creativity. Reverence for creation fosters universal concern and dedication. All who are concerned for and dedicated to the truth are welcome in the Loyola community. Only those who condemn the commitments of others who seek the truth will not find a home here.

The Catholic institution must foster among its students, its faculty, and the larger community a critical sense. To think critically, one must



have a place to stand. Loyola stands on its Catholic commitment. Its commitment is not the end of a search, but the beginning of an inquiry into other traditions, other regions, other religions. Loyola seeks to hand down a heritage even as it learns and teaches methods of thinking which will revivify the heritage and branch new frontiers of knowledge.

Because Loyola is committed to the Christian tradition, it should achieve excellence in theological instruction and scholarship. Catholic teaching should be present in some structured way, not in order to foster a uniform system of thought but to give theology its true place among the disciplines of higher learning and to aid the student to form his own world view.

Loyola is aware of the great need for innovation in undergraduate education due to the increased importance of the verbal-visual aspects of our culture, the ready availability of information banks, the inability of ordinary courses and structures to meet problems of personal growth, and the importance of non-cognitive elements in education. Because of her size and private status, Loyola is in a unique position to start experimental programs and try new approaches in undergraduate and professional education. Loyola should take advantage of this situation with the full realization that lack of change often implies more risks than change itself.

Loyola looks forward to her place in the community of the 1980's. Her impact on the community will be in direct proportion to the number of leaders that she produces. Leadership is the result of thorough discipline and competent training in theoretical areas.

Loyola aims at developing and maintaining a distinctive community of scholars. The bond of this community is the desire of teachers and students to reach academic excellence in their pursuit, not of knowledge alone, but of Truth and Christian wisdom. In such a community, faculty are in contact with centuries of accumulated wisdom and of the need to shape this wisdom for a new day. Loyola graduates, by reason of their formative contact with this community, should be conscious of the achievements and failures of all of human history, particularly those of their own culture and time. They should nonetheless be capable of principled judgment in the face of complexity and ambiguity; and humanely keen—or divinely moved—to leave behind them a better world than they found.



GRADUATE PROGRAMS

The Jesuit colleges in New Orleans offered graduate work leading to an M.A. as early as 1868 at the Baronne Street campus, and the newly chartered Loyola University offered graduate and postgraduate work from its inception.

The growth of the University's graduate programs led to the development of a Graduate Council in 1964. In 1971, the position of Director of Graduate Studies was established to give appropriate administrative direction to the development of the entire graduate program. The current Director is John F. Christman, Ph.D.

Students may pursue courses of study leading to the degree of Master of Education in six fields, Master of Music, Master of Music Education, Master of Music Therapy, Master of Business Administration, and Master of Science in Biological Sciences.

Students who possess the Master of Education degree may enroll in graduate courses to obtain additional academic credit.

The university is accredited by the Southern Association of College and Secondary Schools, by the National Council for Accreditation of Teacher Education, and is a member of American Association of Collegiate Schools of Business, the Association of Jesuit Colleges and Universities, the National Catholic Education Association, the Association of American Colleges, the American Association of Colleges for Teacher Education, and the National Association of Summer Schools.

The university has been approved by the Louisiana State Board of Education for teacher education.

ADMISSION

Admission to the graduate divisions of Loyola University represents a selection based on the personal and academic records of the applicants. The appropriate committee of the Graduate Council and of the major programs examine the applicant's records for evidence of potential for graduate study.

The program is devised to select graduate students with strong potential for graduate study, intellectual achievement, and personal character, without reference to race, sex or creed. Specific standards have been established by the Graduate Council appointed by the President. These requirements are listed under "Academic Requirements for Admission."

There are separate admissions standards for students who seek professional improvement but do not seek a degree, and these are listed under the category "Special Admissions."

Making Application

1. Applications should be requested from the Office of Graduate Admissions, Loyola University, Box 87, New Orleans, Louisiana 70118. There is no priority based upon date of application, but there are deadlines for the receipt of all credentials, which includes an application, \$15.00 non-refundable application fee, transcripts showing all previous college work, and recommendation letters. The Graduate Council should have received the completed application with all necessary credentials before August 16 for the fall term, those for the spring before January 3 and for the summer before May 17.

2. The applicant must have one copy of each transcript of all previous academic work sent to the Office of Graduate Admissions, Box 87, Loyola University. These transcripts are not returnable.

3. A non-refundable application fee of \$15.00 is charged for making application and must accompany an application for admission. Applicants desiring campus housing must send a \$50.00 housing deposit to the director of housing. This deposit is not refundable, but is credited to the student's account in the Office of Finance, and the amount is deducted from the expenses for the first semester in which the student matriculates.

Academic Requirements

A candidate for admission must present as proof of his preparation for graduate study the following: transcripts attesting to a bachelor's degree, normally in the appropriate field for his graduate work, and at least

two letters of recommendation by professionals in the field who can attest to the applicant's professional competence.

Admission to the graduate division allows the student to enroll in all graduate courses not restricted to degree candidates. A prospective student should examine the candidacy requirements for the appropriate degree very closely for requirements that must be met by each student.

Admission as a Special Student

Students already possessing a master's degree may be admitted to the programs in education and music education for further coursework.

The Graduate Council approving, the Graduate Division may admit on a probationary basis students not meeting the academic standards for admission outlined above. The circumstances of the probation are stated in the admission notice.

All applicants, regardless of their status, must submit the information required in the section on academic requirements for admission.

Early Admission

The programs of music education, music therapy and education will admit Loyola undergraduate students who meet all of the academic requirements for admission except a degree on a provisional basis provided they meet the following *additional* requirements: they must have a B average or better in their upper division major work; they must not lack more than six hours for their bachelor's degree. Such students may schedule a total of six hours of graduate work; their schedule in any one semester of credit and noncredit courses may not exceed twelve semester hours.

Foreign Student Admission

Foreign students who desire to enter Loyola must comply with the basic admission requirements established. In addition these applicants must satisfy all provisions of the Immigration Act. Students are expected to be proficient in English.

The applicant whose primary language is not English must show a proficiency in English adequate for graduate level study by taking an appropriate standardized test or by a personal interview. For information on the Test of English as a Foreign Language (TOEFL), write directly to: Educational Testing Service, Princeton, New Jersey 08540.

Transient Students

The graduate divisions will accept transient students, both in the summer and in the regular year. Such students must secure advance permission from their graduate dean or director to register for courses at Loyola, together with formal proof of their graduate status. An application must be filed in the same manner as regular graduate students. Transient



status is valid only for the semester in which it is granted, and if the student wishes additional enrollment he must reapply.

Transfer of Academic Credit

Students who have earned academic credit at another accredited college or university may be allowed to transfer a maximum of six semester hours, with the approval of the Graduate Studies committee and the Director of Graduate Studies.

Degree Candidacy

Each program has published its specific requirements for admission to degree candidacy. In some cases, specific courses and/or nationalized test scores are required. Ordinarily the student should have been successfully admitted to degree candidacy after he has completed no more than 12 semester hours of graduate work. When the student is admitted to candidacy, the Graduate Studies committee will inform him of the course and examination requirements remaining for his degree.

When the prospective student intends to pursue graduate work for a degree, he should be certain that he can ultimately qualify for candidacy. The candidacy requirements for each particular degree are given in the appropriate section and should be carefully considered prior to application for admission to begin graduate work. Individual specific questions can be answered by letter through the Office of Graduate Admissions.

TUITION, FEES AND FINANCIAL AID

All students are required to pay full tuition and fees at the time of registration and on the days assigned. A student has not officially completed registration until having properly satisfied his financial obligations. If he does not complete his registration during the assigned time, the student must pay a late registration fee. Resident students are required to pay room and board on the day of registration.

The university reserves the right to change, with due notice, any of the expenses listed and to withhold statements of honorable dismissal, grade reports, transcript of record, diploma, etc., until all indebtedness to the university has been discharged or until satisfactory arrangements have been made with the Vice President for Business and Finance. Also, no student will be allowed to register subsequently as long as his prior financial indebtedness has not been satisfied. Exceptions to regulations regarding university charges will be made only by the President.

Students are encouraged to make payments by check or money order made payable to Loyola University. Cash transactions are discouraged.

Application:

Application fee (not refundable) \$15.00

Tuition:

Full time or part time—per semester hour \$ 71.00

General fees:

University Center fee—full time students (per semester) 17.50

University Center fee—part time students (per semester) 12.50

SGA Fee—First semester only 2.50

Living expenses:

Room Guarantee Deposit (not refundable but applicable to Room). \$ 50.00
Room (per academic year):

	<i>Double</i>	<i>Single (when available)</i>
Men.....(range)	\$606.00	756.00
Women(range)	\$656.00	906.00
Resident students fees		
Damage and breakage (refundable)		25.00

Key deposit (refundable)	2.00
WRC Fee (women).....	10.00/ yr.
MRC Fee (men).....	6.00/ yr.

Contingent fees:

Late Payment fee	\$20.00
Late Registration fee	20.00
Registration fee for degree only (per semester)	25.00
Subject Change fee (per course)	5.00
Additional Transcript fee	2.00
Student Health Insurance (approximately).....	42.00
Graduation fee.....	25.00

For purposes of fee determination, a part-time graduate or professional student is defined as taking less than nine semester hours.

The University Center Fee is to assist in the operation of the Danna Center (the University Center for student activities).

The Transcript Fee. For all transcripts sent after the first one there is a \$2.00 fee. However, when a student requests more than one transcript at one time he is charged \$2.00 for the first copy and \$1.00 for each additional one.

Monthly Payments

Although Loyola has no monthly payment plan of its own, students may subscribe to one of two plans offered by outside companies.

The first plan is a deferred payment revolving credit plan whereby the parent or student contracts with Tuition Plans, Inc. to finance all or a part of his annual expenses and repay the amount borrowed on a twelve month basis.

The second plan is a prepaid plan which enables the parent or student to budget payment of required charges before the school year begins. Payments begin five months prior to fall registration and continue for ten months. This plan is offered by Educational Funds, Inc.

Descriptive literature concerning these plans will be sent upon request directed to the Finance Office.

Refund Policy

TUITION: A student who withdraws from the university must return a completed withdrawal form to the Office of the Registrar. Mere cessation of attendance does not constitute withdrawal. Students who withdraw from the university or from a course are entitled to a refund of a percentage of their tuition. The date of receipt of the withdrawal notice by the Registrar will determine the amount of tuition refund. Refunds are a percentage of the total tuition payable in the semester in which the student withdraws, not a percentage of the total amount billed to the student. No refunds are made when a student is suspended or dismissed for academic,

disciplinary, or financial reasons. Only tuition is refundable. Tuition refunds are made on the following basis:

- a. If formal notice is received within one week after the beginning of the semester a refund of 80% of tuition is made.
- b. If formal notice is received within three weeks after the beginning of the semester a refund of 60% of tuition is made.
- c. If formal notice is received within five weeks after the beginning of the semester a refund of 40% of tuition is made.
- d. No refunds are allowed after the fifth week of classes.

ROOM AND BOARD: Students boarding in university residence halls who are dismissed or suspended from school during the semester are not entitled to any refund.

Students in good standing who voluntarily withdraw from the university during the semester are not entitled to any refund on the cost of their room. They may receive a refund on board, prorated from the date of withdrawal. These refunds must be approved by the University Business Manager.

Students entering the armed services will be given a full tuition refund regardless of the elapsed time since the beginning of the semester. The enlistment papers or draft orders must be presented to the Finance Office.

Financial Aid

Requests for all financial aid should be directed to the Financial Aid office.

Louisiana Higher Education Assistance Loan. The State of Louisiana will agree to guarantee loans negotiated between specific banks and full time college students who are legal residents of Louisiana. The loan is limited to \$2,000 per year and a \$10,000 aggregate. The interest is 7% and will be paid by the state while the student is in school, if the family's adjusted income is less than \$15,000.

National Direct Student Loan Program. This program has been instituted by the Federal Government for the purpose of making long term, low-interest loans to qualified students. The maximum amount a student may borrow is \$1,500 in an academic year and the total is limited to \$10,000. The amount borrowed is determined by the university. The loan begins to accrue 3% interest nine months after the student leaves school. The loan matures ten years after this termination.

Out-of-State Loans. Most states have state loan programs for residents of their state. Some are handled by the state agency and some are handled by private agencies for the state. Students interested in these loans should check with their State Office of Education or their local bank.

STUDENT LIFE

Housing

Full-time graduate men and women students may reside in university housing. Requests for information and application forms should be directed to the director of housing. Inasmuch as housing is limited, early application is encouraged. The Housing office requires a non-returnable deposit of \$50 when a housing reservation is filed.

Placement Office—Student Employment

This office serves as a focal point for bringing together students who are interested in employment after graduation and employers seeking this talent. Each year interviewers from a wide range of national and local concerns are brought on campus. Also included in this service is a job-finding bureau for part time and summer employment.

Services

Health Service

Loyola maintains a medical service on campus for students, both resident and non-resident, faculty and staff.

It is operated under the following rules:

1. Students, both resident and non-resident, entering Loyola for the first time or re-entering the university must undergo a physical examination by their personal physician, before their registration is officially completed. A signed medical release form is required for all students. Health insurance is mandatory for resident students and is optional for non-resident students, provided a waiver form is completed and returned.
2. The university may also require physical examinations at other designated times during the student's stay.
3. A student may be refused admission to the university on the recommendation of the medical examiners. This board also may request a student already enrolled to withdraw.
4. A student may see the university physician during his office hours on the campus, Monday through Friday.
5. Patients confined on the campus will be visited by the physician of the student's choice at his own expense.
6. Medicines or hospitalization are not provided by the university's health service.
7. Full-time students are required to participate in the Student Health Insurance Program or waive it by completion of a waiver form.

Counseling Center

The university has a staff of clinical and counseling psychologists who are available to the students for professional testing and counseling. The aim of the Counseling Center is to aid the student in any vocational, personality or social adjustment problems.

Academic Counseling

Each student is assigned an academic adviser, a full-time faculty member who will assist the student in planning his schedule, and who will discuss with him the problems he may encounter in his academic career. The student should see his adviser at least twice a semester.

Spiritual Life

The university appoints a priest together with needed assistants as director of campus ministries for all the students. He is at their disposal at all times to guide, counsel and advise. Students will find him ready to assist them in their spiritual, personal and individual problems. He is responsible for all the organized spiritual activities on the campus.

Retreats

There are no obligatory retreats at Loyola, but all students are encouraged to take part in one of the three types of retreats offered. The traditional closed retreats at one of the near-by retreat houses stress personal meditation and silence. A second type called "An Experience in Christian Community" is offered to Loyola students and students of other colleges in the area. This type is made in a group of 30 to 40 and stresses group discussions and activity. The third type is made in a private home with a group of 10 to 12. It stresses both personal meditation and group discussion. Besides these retreats, days of recollection are offered from time to time during the year.

Organizations

Spiritual Organizations

Chi Rho Mu is the primary spiritual organization on the campus. Its aim is to help students seek out and find their Christian response in the context of college life in the post-Vatican II Church.

LUCAP, the Loyola University Community Action Program is composed of students from colleges and universities in New Orleans. The students work through and with existing agencies and institutions in the New Orleans area in varied volunteer capacities such as tutoring, counseling, prison work, supervising recreation, taking children on cultural field trips, etc.

Student Government Association

The Student Government Association consists of forty-two members, representing the Colleges of Arts and Sciences, Music, Business Administration and City College, and the School of Law. These students are selected by the student body with the approval of the Vice President of Student Affairs. The Council serves to unify student thought and action. It conducts general meetings and elections, sponsors and manages interclass contests and leads and directs student activities.

Student Union

The Student Union, the largest organization on campus, consists of over 150 selected students whose purpose is to promote and coordinate the various activities in the university's Danna Center. The Student Union supplements and implements the academic curriculum of the university by fulfilling its three main programming functions: social, cultural and recreational. Eight committees, in addition to the five officers of the union, comprise the Student Union Governing Board. The committees are fine arts, current events, dance and entertainment, hospitality, personnel, publicity, public relations, and recreation.

Danna Center

Serving as Loyola's community center, Danna Center provides a convenient and inviting place to meet friends, relax and recreate. In addition to dining, recreation and meeting facilities the center houses a rathskeller, bookstore, post office, and barber shop.

The offices of the Vice President of Student Affairs, the Office of Campus Ministries and Counseling Center are located in the Center as well as the office of the union director, placement director, student government, Student Union and other student organizations.

The communications complex, located in the lower level of the center, includes the university's closed circuit television station and campus radio station WLDC. WLDC is a closed circuit radio station which is student run under the sponsorship of the communications department. The station serves the campus of Loyola and St. Mary's Dominican College, is a member of the Associated Press, the Intercollegiate Broadcast System, and the American Broadcasting Company contemporary radio network. All interested students are eligible to work on the radio station.

I.D. Cards

Each student must have an I.D. Card on his person at all times and must present it to university officials on demand. Usage by students other than to whom issued is subject to fine and/or disciplinary action. Lost I.D. cards must be reported to the student union director. Replacements may be obtained from his office.

ACADEMIC RESOURCES

Library Facilities

The university libraries house a quarter of a million volumes, and hold subscriptions to over 1500 periodicals, and journals. In addition to the main library, there are specialized libraries for music, law, and science in the academic buildings housing those disciplines. The library, which is on the open stacks system, also offers microform. Music listening facilities are available through the music library.

Computer Center

The Computer Center offers a full range of services through its medium scale Control Data 3300 computer system. The CDC 3300 is operated on a closed-shop basis providing rapid turn-around for student, faculty, and administrative users, with qualified personnel available to assist them.

New Orleans Consortium

The New Orleans Consortium is a new cooperative effort among Loyola and Xavier Universities and St. Mary's Dominican College to strengthen educational opportunities. Begun in September 1967 it has made possible the sharing of curriculum, libraries and cultural events. Under consortium provisions, Loyola students may supplement their schedules with courses offered at Xavier or Dominican when the courses are not offered at Loyola.

The purpose of the consortium is to provide students with a greater variety of courses as well as better library resources. By eliminating duplication in the libraries, a much wider range of material is therefore offered. In addition, combined efforts will increase the quantity as well as quality of cultural events for the colleges.

Institute of Politics

The Institute of Politics was formed at Loyola in June 1968 and trains young community leaders in practical politics. Its program is geared to the development of new political leadership in New Orleans and the South. The institute educates selected young men and women in the practice and practicalities of politics, through a recognition of the professional character of politics and the need for broader understanding and training in politics. Meeting weekly at night for nine-month periods, participants represent a broad cross-section of the city, geographically and professionally. Approximately 16 participants per course study voting patterns, issues and problems, organizing and conducting political campaigns, the uses of television and advertising, political polling and campaign financing. Speakers represent local, state and national levels of politics.

ACADEMIC REGULATIONS

Knowledge of Regulations

Students are held responsible for compliance with the several regulations of the university and hence should familiarize themselves with the provisions of this bulletin and with the Student Handbook distributed by the Office of Student Affairs.

Grades

All work is graded by letters, interpreted as follows:

- A** Excellent. (4 quality points per credit hour)
- B** Good. (3 quality points per credit hour)
- C** Average. (2 quality points per credit hour)
- D** Below Average. (1 quality point per credit hour)
- F** Failure. (no quality points per credit hour)
- I** Incomplete. This grade is to be assigned only when the instructor has been presented with serious and compelling reasons why the student should be allowed to complete the course at a later date. These reasons are customarily medical. The I grade is not an automatic extension. An I grade should be made up within six weeks after the end of the term in which it was incurred.
- W** Withdrawal. Any student withdrawing from a course will be automatically assigned a W grade. The instructors concerned will then assign letter grades of I or P if the student is passing, and F if he is failing.

The use of certain other administrative notations on student grade reports are explained in those reports. Averages are computed only on the basis of letter grades A through F.

Grade Reports

A report of the grades made by a student in his scheduled subjects is sent to the student at the end of each semester. Copies of these reports are also sent to the student's dean and faculty adviser. If the student requests it, the Registrar's Office will also send a copy of the grades to the student's parents, guardian, or sponsor.

Schedule Changes

A student desiring to drop a course or to add a course after his semester's schedule has been filed in the Registrar's Office should consult with his adviser or the chairman of the department in which he is registered. It is from this person he should obtain written permission to revise his schedule. This written permission should be presented by the student to



the director of graduate studies for approval. Permission to add a course or change from one section to another will not be granted after the date indicated in the academic calendar as the last day for schedule adjustments.

Students remaining in the university who officially drop one or more courses prior to the date designated in the academic calendar as the last day to drop a course will *not* have grades recorded in those courses.

Those students who withdraw officially from the university prior to the last day for dropping courses will not have grades recorded in those courses for which they were registered at time of withdrawal.

All students who withdraw officially from the university after the last day for dropping courses will be assigned a grade for each course for which they were registered at the time of withdrawal. If the grade is passing at the time of withdrawal, a grade of WP will be assigned. If the grade is failing, a grade of WF will be assigned which shall indicate failure in the course.

Standing

To remain in good standing as a graduate student, a student must maintain a 3.0 average in all graduate work attempted at Loyola.

The directors of the graduate programs may withdraw the candidacy of any student not maintaining a 3.0 average.

The student should be aware that he may be denied further registration if his performance indicates that a satisfactory average cannot be achieved within six additional hours of work.

Withdrawal

A student who withdraws from the university during a semester before taking the final examination of the semester forfeits all credit for work done in that semester.

To withdraw officially from the university a student must:

- 1) Obtain withdrawal forms from the Registrar's Office.
- 2) Obtain signatures of designated officials on withdrawal forms. (These forms will not be signed until the student has cleared all obligations to the university.)
- 3) Resident students must officially withdraw by obtaining clearance through the housing office.

Withdrawal is not complete or official until all signatures have been obtained and forms are returned to the Registrar's Office.

Those students who withdraw officially from the university *prior* to mid-semester grades, will not have grades recorded in those courses for which they were registered at the time of withdrawal.

All students who withdraw officially from the university *after* the mid-semester grades will be assigned a grade for each course for which they were registered at the time of withdrawal. If the grade is passing at the time of withdrawal a grade of WP will be assigned. If the grade is failing, a grade of WF will be assigned which shall indicate a failure in the course.

Students are reminded that they must complete official withdrawal from the university before the termination of the semester in which they have registered.

In the case of a student who is called to active duty in any branch of the armed services before the date for final examinations in the semester, exceptions to the formal regulations have been made. The student being called to active duty should consult with his chairman and the director of graduate studies in order that his status at the university will not be jeopardized.

Academic Probation

A regularly admitted graduate student must maintain a 3.0 quality point average for all courses taken. If a student's average falls below 3.0, he is placed on probation. He has nine hours or two semesters (whichever comes first) to remove the deficiency. If the deficiency is not removed in the allotted time, the student is excluded.

A candidate for degree must maintain a 3.0 average. If the candidate's average falls below 3.0, he is placed on probation. His probationary status and requirements are set by the department.

A student that has been admitted on a probationary status must maintain a 3.0 average for the first 12 semester hours earned. If he should fall below a 3.0 average, he is excluded.

Dismissal

Although dismissal is usually a function of the student's inability to remove himself from academic probation, all decisions regarding dismissal are made on an individual basis, and the university, through duly constituted judicial bodies, or through the deans, has the authority to dismiss a student whose conduct, attitude, or performance is in serious opposition to the aim of the university or to the spiritual, moral, or intellectual welfare of the university community.

Readmission Requirements

Whenever a student fails to enroll for one full year he is automatically dropped from the active student file. In order to register for a later semester, it is necessary to apply for readmission. This is accomplished by completing a form obtained from the Office of Admissions. The latest date for admission in each semester also applies to readmission.

General Eligibility for Degrees

To complete work for a master's degree, a student must have completed a minimum of 30 hours of graduate work with a 3.0 average. In biological sciences, the student must have completed 24 hours with a 3.0 average and a publishable thesis. In business administration, the program consists of 36 semester hours.

Students must have demonstrated to their major departments that they have an understanding of research and research methodology, and a thorough understanding of the subject matter, bibliography, and theory of their major field. At Loyola this demonstration takes the form of either comprehensive examinations, a thesis, or both, at the option of the department.

Additionally, the student must have filed for graduation at the appropriate times noted in the academic calendar, and he must have satisfied all financial obligations to the university.

Additional Requirements for Degrees

The student should consult the program headings of this bulletin for additional requirements set by the individual departments.



BIOLOGICAL SCIENCES

CHAIRMAN: John H. Mullahy, S.J.;

PROFESSORS: Letitia Beard, Kamel Khalaf, Walter Moore, John Mullahy, S.J.;

ASSOCIATE PROFESSORS: Roland Lesseps, S.J., Jagdish Upadhyay;

ASSISTANT PROFESSOR: Kenneth Shull.

Purpose

The graduate program in the biological sciences is designed to provide a broad training for those who aspire to be teachers and for those who wish to improve their biological background by additional subject matter. The studies in this program provide an excellent preparation for advanced research and doctorate work. The program provides facilities for advanced courses in each of the three branches of the department of biological sciences. At the present time the program leads to the Master of Science degree in Biological Sciences.

Admission to Candidacy

Any student who has a bachelor's degree from a recognized college and has undergraduate training in general biology, general bacteriology, and organic chemistry may qualify for the Master of Science degree in Biological Sciences. Applicants are obliged to take both the general section and advanced section of the Graduate Record Examination and to submit the results to the Graduate Division before they can be accepted.

Candidates must demonstrate, by written examination if necessary, that they have a reading knowledge of at least one modern foreign language. In all cases the executive committee of the department of biological sciences will determine this necessity.

Course Requirements

All students are obliged to complete at least one graduate course in each of the three main divisions of the department; viz, botany, zoology, and microbiology. Other courses for a total of 24 hours are at the students' discretion, but it should be noted that all advanced courses in microbiology require at least one course in biochemistry as a prerequisite.

All graduate students are required to participate actively in the graduate seminar each semester that they are enrolled in the graduate division. This applies to both enrollment for course work and for thesis research.

The Master of Science degree in Biological Sciences requires 24 hours of course work and a thesis.

Along with the course requirements noted above, the candidate must present an acceptable thesis based at least partially on original research. This thesis must be completed and accepted by the executive committee of the department one month before the date of graduation,

All graduate students are expected to gain some supervised teaching experience as part of their preparation for the Master of Science degree.

Courses for Qualified Seniors and Graduate Students

BI. 503	Cytology A study of the morphological, physiological, and biochemical properties of component parts of animal and plant cells. Prerequisite: General Biology.	4 sem. hrs.
BI. 504	Phycology A survey of the algae including both marine and freshwater forms. Prerequisite: General Botany.	4 sem. hrs.
BI. 507	Limnology A study of the physical, chemical, and biological factors determining biological productivity in inland waters. Field study of local lakes and streams gives the student experience in the use of methods and instruments for environmental analysis. Two lectures and six hours of laboratory or field work per week. Prerequisite: General Biology.	4 sem. hrs.



BI. 508 Entomology 4 sem. hrs.
The taxonomy, life histories and general ecological relationships of the insects in general and especially of South Louisiana. Two hours lecture and four hours of laboratory or field work per week. Prerequisite: General Biology.

BI. 509 Bio-Ecology 4 sem. hrs.
The relationships of animals to each other, to plants, and to the physical and chemical factors of the environment. Two lectures and six hours of laboratory or field work per week. Prerequisite: General Biology.

BI. 510 Field Zoology 4 sem. hrs.
The taxonomy, life histories and general ecological relationships of the common animals (exclusive of the terrestrial insects, the birds, and the mammals) of South Louisiana and the New Orleans area particularly. Two hours lecture and six hours laboratory or field work per week. Prerequisite: General Biology.

BI. 511 General Parasitology 4 sem. hrs.
A study of parasites in relation to disease. The various types of parasites, their life histories, and the conditions which they cause will be considered. Prerequisite: General Biology.

BI. 512 Physiology of the Bacteria 4 sem. hrs.
Lectures, assigned reading, discussion and laboratory exercises dealing with the chemistry and physiology of microbial cells. Prerequisite: BI. 301 and bio-chemistry.

BI. 513	Advanced Genetics	4 sem. hrs.
	Lectures, assigned reading, discussions and laboratory dealing with the molecular, organismic and population aspects of modern genetics. Prerequisite: BI 312 or its equivalent.	
BI. 515-16	Advanced General Physiology	8 sem. hrs.
	The physiology and biochemistry of cells and the comparative physiology of muscular, nervous and circulatory systems. Bio-electric activities, metabolic cycles, and internal secretions will be covered. Prerequisite: BI. 304.	
BI. 517	Endocrinology	4 sem. hrs.
	General consideration of the organs of internal secretion. Phylogeny, embryology, microscopic anatomy and physiology.	
BI. 518	Advanced Endocrinology	4 sem. hrs.
	Recent advances in the biology of the organs of internal secretion. Lectures, conferences and laboratory work.	
BI. 520	Plant Anatomy	4 sem. hrs.
	A consideration of the structure and development of seed plants (Primarily Angiosperms). Reference will be made to the relationships of anatomy and developmental patterns to the physiology and morphogenesis of the organism. The Plant Anatomy seminar will constitute a portion of this course. Prerequisite: General Botany.	
BI. 522	General Virology	4 sem. hrs.
	The virus as a biological entity; physical and chemical properties of virus particles; representative animal, plant and bacterial viruses are considered. The rickettsiae are briefly treated. Prerequisite: Bacteriology and Biochemistry.	
BI. 523	Mycology	4 sem. hrs.
	A survey of the fungi with emphasis on form and structure. Prerequisite: BI 301.	
BI. 524	Techniques in Bacteriology	4 sem. hrs.
	Consideration and application of current techniques used in bacterial physiology. Qualitative and quantitative determination of metabolites are examined as are methods for studying mutants, respiration, and enzymes. Prerequisite: BI 301 and Biochemistry.	
BI. 527	Physiology of the Fungi	4 sem. hrs.
	A study of the chemical activities of fungi as related to their nutrition, growth, reproduction and fermentative ability. Emphasis will be placed on fungi important in industry and agriculture.	
BI. 528	Plant Physiology	4 sem. hrs.
	Higher plants will be the principal object of study, with regard to their growth processes, water relations, and photosynthetic activities. The laboratory will illustrate modern techniques of investigation as well as the principles of the discipline involved. A weekly meeting devoted to a discussion of contemporary literature will be a part of the	

course. Prerequisite: General Biology and Organic Chemistry.

BI. 529	Medical Entomology	4 sem. hrs.
	A study of the arthropod groups of medical importance; their identification, general biology and life cycles; factors affecting man and domestic animals and control measures. Prerequisite: General Entomology.	
BI. 533	Zoology for Teachers	4 sem. hrs.
	A teacher-training and review course for those engaged in, or preparing for, teaching high school biology. Emphasis is placed on the collection and preparation of local zoological materials for classroom use. Limited to graduate students in education. Prerequisite: General Zoology.	
BI. 534	Developmental Biology	4 sem. hrs.
	Lectures, discussions and laboratory work, including original research in such areas of developmental biology as fertilization, nuclear-cytoplasmic interaction during development, biochemical development and developmental genetics.	
BI. 535	Morphogenesis	4 sem. hrs.
	The development of the shape and pattern of plants and animals will be studied. Special emphasis will be given to the morphogenetic movements of cells and tissues during development. Current theories advanced to explain these movements will be examined and experiments to test these theories will be performed. Original research in this area will be taken up in the laboratory.	
BI. 544-545	Graduate Seminar	2 sem. hrs.
	Prerequisite—advanced standing.	
BI. 553	Radiation Biology	4 sem. hrs.
	A survey of the nature, measurement, and effect of ionizing radiations in biological systems. Designed to acquaint the beginner with theory and methods of use of radiation as a research tool. Geiger counter techniques will be used primarily; absorption and half-life experiments, tracer methods, biological uptake and distribution, isotope dilutions and similar topics will be covered in lectures and in laboratory. Prerequisite: Discretion of professor in charge of the course.	
BI. 601-602	Research in Bacteriology	4 sem. hrs.
BI. 603-604	Research in Cytology	4 sem. hrs.
BI. 605-606	Research in Plant Anatomy	4 sem. hrs.
BI. 607-608	Research in Animal Ecology	4 sem. hrs.
BI. 611-612	Research in Parasitology	4 sem. hrs.
BI. 613-614	Research in Genetics	4 sem. hrs.
BI. 615-616	Research in Physiology	4 sem. hrs.
BI. 621-622	Research in Virology	4 sem. hrs.
BI. 629-630	Research in Entomology	4 sem. hrs.
BI. 634-635	Research in Developmental Biology	4 sem. hrs.



BUSINESS ADMINISTRATION

DEAN: Joseph M. Bonin;

ASSISTANT DEAN: John E. Cave;

PROFESSORS: Allen Boudreaux; Irving Fosberg; G. Wallace Leftwich; G. Ralph Smith; Jacques Yenni;

ASSOCIATE PROFESSORS: Robert Keller; Shu-jan Liang; Margaret Paraniham; A. George Petrie; Eugene Robillard; Daniel Schneid; Rao J. Tatkonda;

ASSISTANT PROFESSORS: William Barnett; John Cave; Ronald Christner; Kermit R. Davis; Michael Saliba.

Purposes

The principal objective of the College of Business Administration is to prepare its graduates for advancement to high-level management positions in business, government, and the service sectors of our society. An additional purpose of the program is to develop the foundation for advanced graduate work for those who may wish to prepare for doctoral studies.

Programs in the college include examination of administrative principles and quantitative approaches to decision-making common to both business and nonprofit organizations. These programs stress the point at which major policy decisions must give consideration to related policy decisions of other parts of the organization or to society in general. Emphasis is placed on the fact that management education is not limited to organizational techniques but is, in the broadest sense, education for management responsibility.

The MBA program develops these processes by emphasizing the elements common to all management positions. The program is based on advanced study of operations management, accounting, information systems, behavioral sciences, quantitative approaches to decision-making, marketing, and finance.

Admission

Admission to graduate study is controlled by the director of graduate studies and is granted to students showing high promise of success at the graduate level. Ordinarily such a level is evidenced by a 2.50 undergraduate grade point average (2.75 for the last two years of undergraduate work), although other factors such as letters of recommendation, rank in

class, trend in college achievement, relevant work experience, and scores on national standardized examinations will be considered.

Admission to candidacy in the MBA program requires, in addition, that the applicant have taken the GMAT examination and have achieved a satisfactory score on the test. Normally, satisfactory is interpreted to mean a score of 450 or higher. Students who have been admitted to graduate study at Loyola but who have not yet filed a complete set of credentials for admission into the College of Business Administration (both undergraduate transcripts and GMAT results) will not be admitted into the MBA program and may not register for any graduate level business courses. Students with incomplete records may of course take undergraduate foundations courses.

Application forms may be requested from and should be returned to the Office of Graduate Admissions, Box 87, Loyola University, New Orleans, Louisiana, 70118. The application should include a \$15.00 non-refundable application fee, transcripts of all previous college work, and two letters of recommendation. Students should also request that a copy of their GMAT score be sent to the Admissions Office. Questions concerning admission to the program should be directed to the Admissions Office (504-866-5471, extension 506) or to the College of Business Administration (504-866-5471, extension 336).

Curriculum

The curriculum of the MBA program consists of a 36 hour program, broken down into three basic parts: a 21 semester hour core, nine semester hours of graduate level electives, and six semester hours of capstone courses. The required core attempts to expose students to state-of-the-art thinking in functional areas of business administration. The electives may be chosen from courses in any functional area of business.

The final part of the program consists of a two semester sequence of integrative capstone courses designed to expose the student to the interrelationships, interactions, and constraints of decision-making in complex organizations. The capstone courses will normally be taught by more than one professor and will utilize rigorous group decision-making and case and simulation techniques under conditions of uncertainty. Students are expected to have completed all (or substantially all) of their other graduate courses before registering for these two courses. They must also have an overall grade point average of 3.0 or better on all work attempted since enrolling in graduate study at Loyola before taking these capstone courses.

MBA Course Requirements

Course	Sem. Hrs.
Acct. 605—Advanced Accounting	3
Acct. 615—Management Information Systems	3
Fin. 606—Financial Management	3
Mgt. 601—Organization Theory and Behavior	3
Mgt. 603—Operations Management	3
Mkt. 601—Marketing Management	3

D.S. 601—Applied Decision Sciences	3
Graduate Business Electives	9
Mgt. 701-2—Capstone I & II: Business Policy	6
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Total Semester Hours	36

Some students who enter the program will have had little or no undergraduate work in business or business-related courses. Generally, students who plan to enter the MBA program must be able to satisfy common body of knowledge undergraduate or pre-graduate requirements in the following areas: concepts and processes in the marketing, production, and financing functions of businesses; a study of the legal, economic, and social environment of business; concepts of accounting, quantitative methods and managerial information systems; a study of organization theory, behavior, and control; and study in decision-making under uncertainty. Specifically, students are required to have all of the following pre-graduate foundations courses, either by taking them during their undergraduate program or by enrolling in the College of Business Administration's 500-level series of courses.

Pre-Graduate Foundations Requirements

Course	Sem. Hrs.
Principles of Accounting (Acct. 500)	3
Business Law	3
Macroeconomics	3
Microeconomics	3
Basic Financial Management	3
Behavioral Science	3
Principles of Marketing	3
Computer Science	3
Statistics (D.S. 500)	3
Finite Math and Calculus	3
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Total Semester Hours	30

Advising and Registration

All MBA students are assigned to a graduate advisor who helps them plan their master's program, including the sequencing and scheduling of appropriate courses. Students are expected to meet regularly with their advisors and must gain approval of their advisors before registering for any series of courses at Loyola.

In general, students are advised to participate in the pre-registration period each semester, although some students may find it necessary or more convenient to wait until regular registration to enroll for a particular semester. Additional information may be obtained from the College of Business Administration, Director of the MBA Program (504-866-5471, extension 336).

Graduation Requirements

A student must have met all of the following requirements in order to earn the MBA:

1. Have satisfied all general university regulations for graduation with a graduate degree.
2. Have satisfied all pre-graduate course requirements.
3. Complete all required graduate core courses and electives.
4. Have an overall grade point average of 3.0 or better in all work attempted since being accepted into graduate study at Loyola.
5. Have completed both capstone courses with a minimum grade of B in each course. (Each capstone course may be retaken only once.)
6. Formally apply for graduation and pay all necessary graduation and university fees.

Courses

Foundation or Pre-Graduate Courses

Acct. 500	Principles of Accounting	3 sem. hrs.
This course develops the basic concepts and techniques of accounting procedures and financial statement preparation and interpretation. The use of accounting for control and decision-making purposes by management is emphasized.		
Econ. 500	Macroeconomics	3 sem. hrs.
Surveys the national economy with emphasis on aggregated economic activity; includes study of the principles of national income accounting, income and employment theory, monetary institutions and theory, cyclical fluctuations and national economic policy.		
Econ. 501	Microeconomics	3 sem. hrs.
The study of individual economic activity; includes price, theory, income distribution and economic activity under varied market structures (pure competition, monopoly, oligopoly, and monopolistic competition).		
Fin. 500	Basic Financial Management	3 sem. hrs.
A study of financial decision-making by individuals and businesses; includes investments, financing, dividend, working capital management and related decisions. Prerequisites: Principles of Accounting.		
Mgt. 500	Behavioral Science	3 sem. hrs.
A systematic study is made of the fundamental concepts and principles of sociology, psychology, and anthropology as they contribute to the understanding of business activities.		

Mktg. 500	Principles of Marketing	3 sem. hrs.
	The marketing function of the firm is studied from the standpoint of the decision-maker. Emphasis is placed on examining the marketing variables of consumers, products, channels, pricing, and promotion. Economic, legal, and social implications of marketing actions are stressed.	
D.S. 500	Statistics (formerly Q.M. 400)	3 sem. hrs.
	The course concentrates on statistical methods with particular reference to their application in business. Sources and collection of data and sampling procedures are studied. Included also are statistical measures and tests for validity and reliability, the construction and use of index numbers, problems of time series, regressions and correlations.	
D.S. 501	Finite Math and Calculus (formerly Q.M. 401)	3 sem. hrs.
	Fundamental mathematics for business and economics including topics from set theory, vector spaces, matrix methods, calculus and probability with applications to model-building and decision-making in the business environment. This course forms a background for quantitatively oriented advanced courses in accounting, economics, finance, management science and marketing.	

Graduate Core Courses*

Acct. 605	Advanced Accounting	3 sem. hrs.
	Contemporary topics will be covered in the areas of financial accounting, income tax accounting, auditing, managerial accounting, and information systems. Prerequisite: Principles of Accounting.	
Acct. 615	Management Information Systems	3 sem. hrs.
	A study of information systems networks, includes discussion of automated data processing systems, data required for managerial decision-making, planning and control problems and systems design. Prerequisites: Computer Science and Principles of Accounting.	
Fin. 606	Financial Management	3 sem. hrs.
	The principles of finance are used as the basis for development of techniques useful in the area of corporate financial management. The vehicle for the accomplishment of this objective is a series of cases involving analysis and decision-making by the student. Prerequisite: Corporate Finance.	
Mgt. 601	Organization Theory and Behavior	3 sem. hrs.
	Study of organizational systems and subsystems including their measurement and evaluation, identification of their functions and dysfunctions; introduces and utilizes basic managerial concepts. Prerequisite: Behavioral Science.	

*Students must be admitted to candidacy prior to registration in any of these courses.

Mgt. 603	Operations Management	3 sem. hrs.
	The study of complex organizations from the viewpoint of the production function, includes planning, design, analysis, and control features of dynamic organizational systems. Prerequisites: Computer Science, Management Information Systems, Applied Decision Sciences.	
Mkt. 601	Marketing Management	3 sem. hrs.
	Marketing problems of wide variety are analyzed. In emphasizing managerial problem-solving, real-world constraints are employed, in addition to the use of behavioral and quantitative techniques of analysis. Problem areas considered include products, channels, pricing, promotion, and physical distribution, as well as non-commercial marketing situations. Prerequisite: Principles of Marketing.	
D.S. 601	Applied Decision Sciences (formerly Q.M. 501)	3 sem. hrs.
	An introduction to deterministic and scholastic models of managerial decision-making. While the philosophical, methodological, formulation, solution and analytical aspects of models are examined, emphasis would be on model applications to management-functional areas like accounting, finance, marketing and production. Topics may include linear, quadratic, geometric, non-linear, integer and dynamic programming techniques, probability theory, statistical inference, game theory and market processes, assignment and transportation models, network flow analysis, inventory and queuing systems and simulation. Prerequisites: Finite Math and Calculus; Computer Science; Statistics.	

Capstone Courses

Mgt. 701-702 Business Policy I and II	6 sem. hrs.
The two capstone courses are designed to enable the advanced student to develop the expertise necessary to integrate the concepts and skills learned in previous courses into the executive decision framework. The point of view taken is that of the general manager. Thus problems relate to developing broad organizational goals as well as making major policy decisions regarding product and market selection, finance, leadership methods, etc. Students are expected to have had a thorough grounding in all of the functional and tool areas of business such as finance, marketing, accounting, decision sciences, etc. The various aspects of entrepreneurship and venture management will also be considered in one of the two courses. Prerequisite: all other Graduate course requirements.	

Graduate Electives

Accounting

Acct. 600	Accounting Theory	3 sem. hrs.
	An analysis and evaluation is undertaken of currently acceptable accounting standards and conventions with emphasis placed upon pronouncements of authoritative	

groups. Contemporary problems are related to the application of these standards and conventions. Prerequisite: Principles of Accounting.

Acct. 610	Research in Taxation	3 sem. hrs.
	The methodology of research in Federal income taxation is examined. Emphasis is placed on applied research to tax problems. The intent is to develop research techniques and the ability to reach conclusions and to make recommendations predicated upon a synthesis of code, regulations, and court decisions. Prerequisite: Principles of Accounting.	
Acct. 620	Seminar in Accounting	3 sem. hrs.
	Current issues and problems in accounting will be researched and discussed in a seminar. Permission of the graduate accounting faculty is a prerequisite.	
Acct. 698	Tutorial in Accounting	3 sem. hrs.
	Individual reading and research in a selected area is conducted under the direction of a member of the graduate accounting faculty. Permission of the individual faculty member is a prerequisite.	

Decision Sciences

D.S. 610	Optimization Techniques	3 sem. hrs.
	Review of matrices and vector spaces as a point of departure for the study of linear optimization structures. Topics may include theoretical and computational aspects of the simplex method, duality, revised simplex procedure, upper bounding, postoptimality analysis and primal-dual methods; network models including transportation, transshipment and assignment problems; branch-and-bound methods of integer programming; unconstrained and constrained optimization problems; Kuhn-Tucker theorem; and quadratic, nonlinear, geometric, stochastic, dynamic and goal programming techniques. Examples of managerial applications and use of canned computer programs. Prerequisite: D.S. 601.	
D.S. 612	Decision and Game Theories	3 sem. hrs.
	Decision-making under uncertainty, utility theory, evaluation of information, two-person, zero-sum, and non-zero-sum games, negotiated and non-negotiable games, and introduction to n-person games; all with applications in management and in social sciences. Prerequisite: D.S. 601.	
D.S. 614	Multivariate Statistics	3 sem. hrs.
	Multivariate distributions; regression, correlation and analysis of variance; principal components; factor analysis; canonical correlations; classification and discrimination models; multi-dimensional scaling and clustering; all with applications to management. Use of canned computer programs. Prerequisite: D.S. 500.	



D.S. 616 Computer Simulation Techniques 3 sem. hrs.
Generation of pseudo-random numbers and pseudo-stochastic variates, distribution-free methods, computer simulation models of inventory, queueing and scheduling problems, techniques for efficient experimentation, principles of experimental design and analysis of variance, and simulation languages such as GPSS, SIMSCRIPT, and DYNAMO. Emphasis on computing and simulation problems with applications to management. Prerequisite: D.S. 601.

D.S. 620 Seminar in Decision Sciences 3 sem. hrs.
Topics in Decision Sciences presented by seminar members. Emphasis would be on individual research and/or integration of Decision Sciences with the functional areas of management. Prerequisites: D.S. 601 and permission of instructor.

D.S. 698 Tutorial in Decision Sciences 3 sem. hrs.
Individual projects and/or special topics in Decision Sciences. Prerequisite: Permission of the faculty member.

Economics

Econ. 600 National Income and Employment Analysis 3 sem. hrs.
This course treats systematically the concepts and methods used in national income accounting, reviews theories relevant to national product general equilibrium and income stability, and analyzes public policies for economic stabilization. Prerequisites: Macroeconomics; Microeconomics.

Econ. 602 Monetary and Fiscal Problems 3 sem. hrs.
A study is made of monetary and fiscal theories and problems in a modern industrial economy; of the role of central banking; of theories of interest and the rate of interest and of the impact of monetary and fiscal operations on the general economy. Study is directed mainly to domestic facets but international aspects are also considered. Prerequisite: Econ. 600.

Econ. 605 Contemporary Readings in Economics and Business 3 sem. hrs.
This course surveys the major contributions to current business and economic thought. The original works of leading contemporary scholars and men of affairs in the various economic and business disciplines are studied. Prerequisites: Macroeconomics; Microeconomics.

Econ. 609 International Economics 3 sem. hrs.
The theory and practice of international economic and financial relations are studied as well as their role in the search for stability and growth. Prerequisites: Macroeconomics; Microeconomics.

Econ. 612 Theory of Economic Development 3 sem. hrs.
General theories of economic development, from classic to Keynesian, are explored to serve as a basis for comparison and discussion of the present partial theories of underdevelopment. Prerequisites: Macroeconomics, Microeconomics.

Econ. 615 Advanced Price Theory 3 sem. hrs.
A rigorous analysis of the various market structures and the pricing process for commodities and for productive services as taking place within these market forms. A systematic study of the conventional "tools" of the theory of price is included, and also some consideration given to possible divergences between practice and theory in the pricing process. Prerequisite: Microeconomics.

Econ. 617 Labor Economics 3 sem. hrs.
This course investigates the impact of trade unionism in the United States, through its collective bargaining and political action activities, on inflation, on employment, the wage structure, the functional and size-distribution of national income, and economic growth. Prerequisites: Macroeconomics; Microeconomics.

Econ. 620 **Seminar in Economics** **3 sem. hrs.**
Selected problems and topics in economics are examined. Permission of the graduate faculty in economics is a prerequisite.

Econ. 698 **Tutorial in Economics** **3 sem. hrs.**
Individual reading and research in a selected area is conducted under the direction of a member of the graduate economics faculty. Permission of the individual faculty member is a prerequisite.

Finance

Fin. 601 **Management of Financial Institutions** **3 sem. hrs.**
Analyzes the problems and opportunities inherent in the management and policy making decisions of financial institution managers. Concentration is on the major asset and liability management problems of commercial bank and savings and loan executives. Prerequisites: Macroeconomics; Money and Banking or Financial Institutions.

Fin. 605 **Investments** **3 sem. hrs.**
This course primarily analyzes the range of investment possibilities and their risk-return characteristics. Also, the techniques for selection, timing and diversification decisions are studied in depth. An investment strategy based on risk-return preferences is then outlined. A portfolio project where a wide range of investment choices is selected, analyzed, and evaluated is one of the course requirements. Prerequisite: Investments (undergraduate).

Fin. 610 **International Finance** **3 sem. hrs.**
Foreign exchange and investment problems are studied intensively. Prerequisites: Corporate Finance, Macroeconomics.

Fin. 620 **Seminar in Finance** **3 sem. hrs.**
Selected problems and topics in finance are examined. Permission of the graduate faculty in finance is a prerequisite.

Fin. 698 **Tutorial in Finance** **3 sem. hrs.**
Individual reading and research in a selected area is conducted under the direction of a member of the graduate finance faculty. Permission of the individual faculty member is a prerequisite.

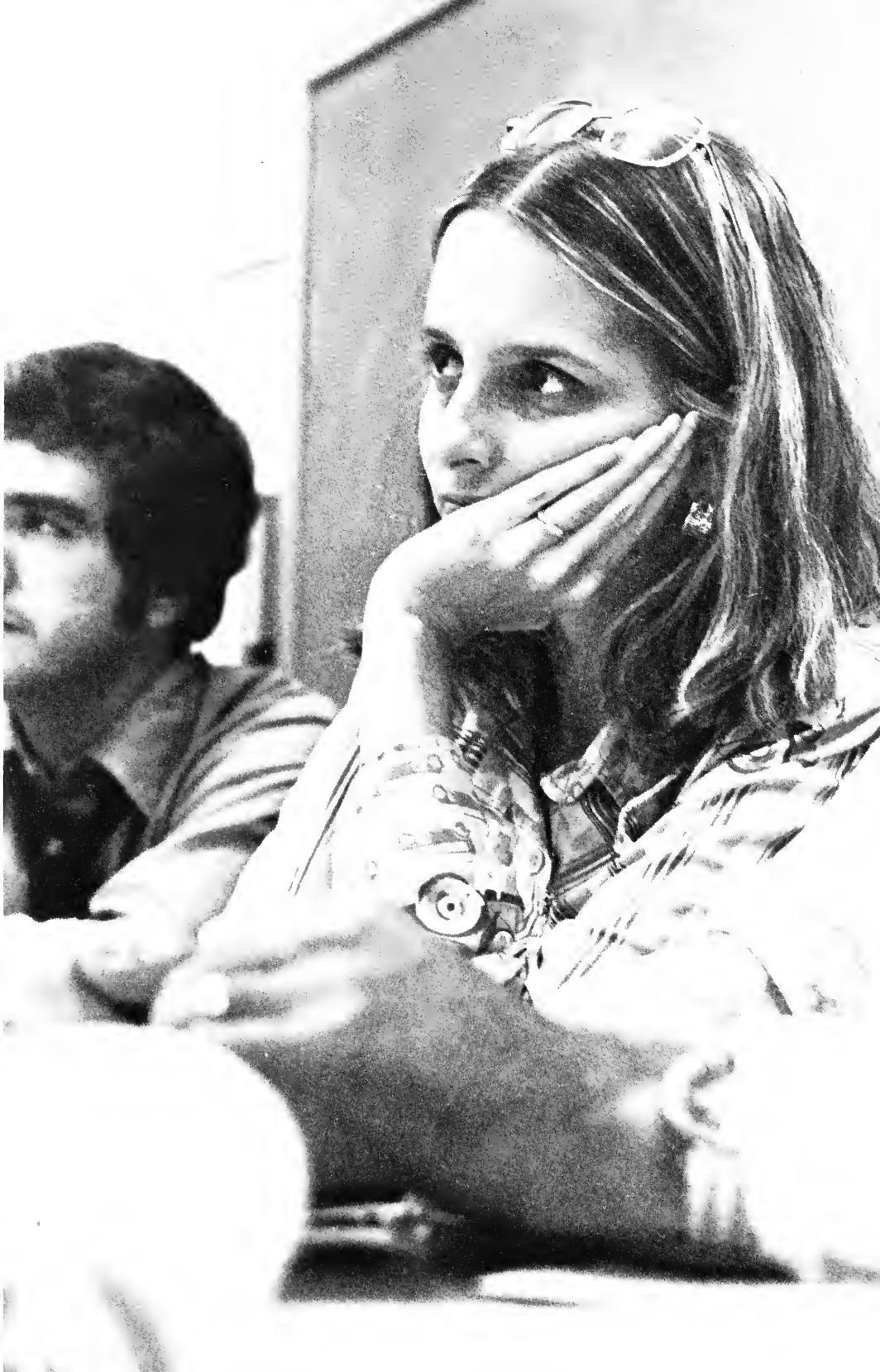
Management

Mgt. 600 **History and Development of Management Thought** **3 sem. hrs.**
The writings of Taylor, Fayol, Follett, Sheldon, and other more current leaders in management thought are studied. Prerequisite: Principles of Management.

Mgt. 602	Managerial Economics	3 sem. hrs.
	Economic theory, both qualitative and quantitative, in context with business practices is presented with the intent of demonstrating its value in decision-making and forward planning. Prerequisites: Principles of Management; Microeconomics.	
Mgt. 604	Human Resource Management	3 sem. hrs.
	Concepts, theories, and practices concerned with managing human resources within organizations. Policy decisions involving selection, remuneration, incentives, workload, training, discipline, and similar areas; the contributions of behavioral sciences; collective bargaining implications and the industrial relations responsibilities of the firm will be explored. Emphasizes the responsibilities of all managers for the human resources of their organizations. Prerequisite: Principles of Management or Behavioral Science.	
Mgt. 620	Seminar in Management	3 sem. hrs.
	Selected problems and topics in management are examined. Permission of the graduate faculty in management is a prerequisite.	
Mgt. 650	BA in the 21st Century	3 sem. hrs.
	This course is designed to meet an urgent need that exists for business managers to be able to plan for and deal with problems of the future which are coming at the business world at an ever-increasing rate. Prerequisite: Principles of Management.	
Mgt. 698	Tutorial in Management	3 sem. hrs.
	Individual reading and research in a selected area is conducted under the direction of a member of the graduate management faculty. Permission of the individual faculty member is a prerequisite.	

Marketing

Mkt. 612	International Marketing	3 sem. hrs.
	Significant similarities and differences in marketing problems in countries other than the United States are explored and analyzed. In addition to several cases, principles of the managerial and behavioral sciences are examined for potential application in specific countries. Prerequisite: Principles of Marketing.	
Mkt. 620	Seminar in Marketing	3 sem. hrs.
	Selected problems and topics in marketing are examined. Permission of the graduate faculty in marketing is a prerequisite.	
Mkt. 698	Tutorial in Marketing	3 sem. hrs.
	Individual reading and research in a selected area is conducted under the direction of a member of the graduate marketing faculty. Permission of the individual faculty member is a prerequisite.	



EDUCATION

CHAIRMAN: Mary C. Fitzgerald;

ASSOCIATE PROFESSORS: Alvin J. Aubry, Mary C. Fitzgerald, Hilda Smith;

ASSISTANT PROFESSORS: Lorynne Cahn, Glenn Hymel, Octavia Jones, Frances J. Stein;

INSTRUCTOR: Sharri Hembel

Purpose

The Graduate Division of the department of education is organized to offer advanced courses to members of the teaching profession for the purpose of understanding and analyzing the fundamental problems involved in the work of teaching, to acquire proficiency in the techniques of such understanding and analysis, and to become acquainted with the attempts of others toward the solution of these problems.

It is designed to offer preparation for the positions of elementary and secondary principals, supervisors, media center administrators, guidance counselors, and reading specialists in public, parochial and private schools, and for advanced preparation for elementary and secondary teachers.

Admission to Candidacy

The department offers courses of instruction leading to the degree of Master of Education for properly qualified students who have been admitted to degree candidacy.

To be admitted to degree candidacy, the student must fulfill the following requirements:

1. He must have received the bachelor's degree from a recognized college or university with a major in education, with all upper division work in education with a grade of B or better.

or

He must have received the bachelor's degree from a recognized college or university in a program other than education and have no less than 15 undergraduate hours in education taken either as an undergraduate or as a graduate student prior to enrolling in graduate education courses.

or

He must take and have an acceptable score on the commons section of the National Teacher Examination.

2. He must have completed not less than 12 semester hours of graduate education courses with an average grade of B or

better; of these 12 hours, at least six shall consist of credit in the core courses: Education 500, 501, and 502.

3. He must be currently registered for credit at Loyola. If he has not received credit for all three core courses, he must be enrolled in the third core course.
4. He must take and have an acceptable score on the Millers Analogies Test.
5. He must ascertain that he qualifies on the basis of the items listed above and file a formal petition to the Graduate Studies committee two weeks after the beginning of the semester in which he would appear to qualify for degree candidacy.
6. The Graduate Studies committee of the department of education will recommend to the director of graduate studies those individuals who qualify for degree candidacy.
7. Admission to degree candidacy will be entered upon the permanent record of the student.

Course Requirements

The candidate must complete a total of at least 30 semester hours of graduate work, including the work earned prior to his admission to degree candidacy. A course in which the student earned a grade of D or F cannot be counted toward the completion of the 30 hour requirement, but is used in determining the grade point average.

A degree candidate who obtains a C or lower grade in any course is automatically placed on probation and his status is subject to review by the Graduate Studies committee.

Comprehensive Examination

Comprehensive written examinations covering philosophy of education, and the major field of work shall be passed by the candidate upon completion of his course work. Comprehensive examinations are scheduled in December, May, July, and August. Within the first four weeks of the semester in which the degree candidate will complete the course requirements, he must file a formal petition requesting permission to schedule the comprehensive examinations. Degree candidates are not allowed to schedule the comprehensives until the course requirements are completed.

When performance on either comprehensive examination is not satisfactory, the candidate is required to reschedule that section of the examination. The examination must take place no sooner than the times regularly scheduled for the next comprehensive examination. The Graduate Studies committee may elect to require an oral examination in addition to the written comprehensive examination.

Course Program

The student's program is planned with his adviser from the full curriculum of graduate courses. A minimum of 12 hours must be completed in one specific area. The areas of specialization include the following: elementary and secondary administration and supervision, elementary guidance and secondary guidance, elementary education, secondary education, and reading. This program is subject to the approval of the Graduate Studies committee of the department of education.

The program will include the following core courses, which are to be taken at the beginning of the program.

Ed. 500—Philosophy of Education

Ed. 501—Statistics in Education

Ed. 502—Methodology of Educational Research

A student who is employed full-time may schedule a maximum of six hours per semester. A student who is employed part-time may schedule a maximum of nine hours per semester. Those full-time students who do not work may schedule a maximum of 12 hours per semester.

MASTER OF EDUCATION IN GUIDANCE AND COUNSELING

As a professional educator with practical experience in the classroom, a future school guidance counselor should have already acquired a thorough understanding of all aspects of human development and should be reasonably familiar with the educational setting in which he will work. In addition to this basic preparation, the program for school service personnel in the area of guidance and counseling seeks to fulfill the following specific objectives in training school guidance counselors by assisting each candidate: to understand the philosophy of guidance as an integral function in the educational process; to obtain a thorough knowledge of the basic concepts, principles, methods, procedures, and techniques of guidance and counseling; and to become duly certified, competent guidance counselors adequately prepared and completely qualified to implement in the educational setting the knowledge and skills acquired.

The degree program for students specializing in the area of guidance and counseling, exclusive of standards for state certification, prescribes that each student obtain, in addition to the nine-hour core requirements, a minimum of twelve semester hours of credit from among the list of program offerings submitted below. The other nine hours of credit needed to make the total of thirty semester hours for the master's degree may be elective courses.

A student may fulfill the Louisiana State coursework requirements for certification as a Guidance Counselor in the elementary school by completing the seven courses for a total of 21 semester hours of credit in the following recommended sequence:

Ed. 675—Counseling Theory and Practice	3 sem. hrs.
Ed. 680—Principles and Administration of Elementary School Guidance	3 sem. hrs.
Ed. 681—Analysis of the Elementary School Pupil	3 sem. hrs.
Ed. 684—Orientation to the World of Work	3 sem. hrs.
Ed. 686—Group Processes in the Elementary School	3 sem. hrs.
Ed. 689—Practicum in Guidance: Elementary	3 sem. hrs.
(The following course may be taken at any time)	
Ed. 687—Advanced Child Psychology: Child Growth and Development	3 sem. hrs.
Program Advisor: Dr. Octavia Jones	
A student may fulfill the Louisiana State coursework requirements for certification as a Guidance Counselor in the secondary school by completing the seven courses for a total of twenty-one semester hours of credit in the following recommended sequence:	
Ed. 670—Principles and Administration of Guidance	3 sem. hrs.
Ed. 671—Analysis of the Individual	3 sem. hrs.
Ed. 672—Vocational Guidance	3 sem. hrs.
Ed. 674—Educational and Occupational Information	3 sem. hrs.
Ed. 675—Counseling Theory and Practice	3 sem. hrs.
Ed. 676—Group Processes	3 sem. hrs.
Ed. 679—Practicum in Guidance	3 sem. hrs.
Program Advisor: Dr. Octavia Jones	

MASTER OF EDUCATION IN READING

In addition to the core requirements for the master's program, all M.Ed. students concentrating in the field of reading will be required to complete the following courses for a total of 15 semester hours.

Ed. 640—Reading Foundations	3 sem. hrs.
Ed. 641—Theory of Causes, Diagnosis, and Remediation of Reading Difficulties	3 sem. hrs.
Ed. 646—Laboratory Experiences Related to Reading Difficulties	3 sem. hrs.
Either	
Ed. 642—Applied Methods of Diagnosis and Correction of Reading Difficulties, Elementary	3 sem. hrs.
Ed. 643—Practicum in Treatment of Reading Difficulties, Elementary	3 sem. hrs.
Or	
Ed. 644—Applied Methods of Diagnosis and Correction of Reading Difficulties, Secondary	3 sem. hrs.

Ed. 645—Practicum in Treatment of Reading Difficulties, Secondary	3 sem. hrs.
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Suggested Electives in the Field

Ed. 547—Characteristics of the Learning Disabled	3 sem. hrs.
Ed. 548—Language Development	3 sem. hrs.
Ed. 603—Advanced Psychology of Adolescence	3 sem. hrs.
Ed. 604—Advanced Educational Psychology	3 sem. hrs.
Ed. 671—Analysis of the Individual	3 sem. hrs.
Ed. 681—Analysis of the Elementary School Pupil	3 sem. hrs.
Ed. 687—Advanced Child Psychology: Child Growth and Development	3 sem. hrs.

Program Advisor: Mrs. Lorynne Cahn

Students may meet course requirements for state certification as reading specialists through this program.

MASTER OF EDUCATION IN ADMINISTRATION

Graduate courses in administration and supervision provide experiences that enable the student to gain an understanding of the processes of administration and supervision in our changing society; likewise, the important role the principal plays in securing high quality education. The courses further examine the methods of operation for effective leadership and thus the student becomes better acquainted with the implication of leadership as well as the power structures, crucial issues, and the current problems involved in school administration and supervision.

In addition to the nine-hour core requirements of the master's program, 12 hours of courses in the field of administration and supervision are required:

Required Courses

Ed. 620—Elementary and Secondary School Administration	3 sem. hrs.
Ed. 621—Elementary and Secondary School Supervision	3 sem. hrs.

Suggested Electives in the Field

Ed. 623—Supervision of Student Teachers	3 sem. hrs.
Ed. 624—School Administration: Financing Public Education	3 sem. hrs.
Ed. 625—School Administration: Legal Foundations and Problems	3 sem. hrs.
Ed. 626—Organization and Administration of Public Education in the United States	3 sem. hrs.

Ed. 627—Issues in the Middle School and in the Junior High School	3 sem. hrs.
Ed. 628—School Supervision: Innovations in Education	3 sem. hrs.
Ed. 629—The Principalship	3 sem. hrs.
Ed. 630—Supervision: Instructional Design	3 sem. hrs.
Program Advisor: Dr. Alvin J. Aubry	

For certification of parish or city school supervisor or school principal, in addition to the teaching certificate and successful teaching experience, the State of Louisiana requires a Master's degree from a regionally-accredited institution, including twelve semester hours of professional education at the graduate level.

MASTER OF EDUCATION IN ELEMENTARY EDUCATION

Students working for advanced preparation in elementary education are required to complete the nine-hour core requirement and 12 hours from the following courses:

Required Courses

Ed. 606—Research Project I: Elementary School Curriculum	3 sem. hrs.
Ed. 607—Research Project II: Problems in Elementary Education	3 sem. hrs.

Suggested Electives in the Field

Ed. 547—Characteristics of Learning Disabilities	3 sem. hrs.
Ed. 548—Language Development	3 sem. hrs.
Ed. 604—Advanced Educational Psychology	3 sem. hrs.
Ed. 623—Supervision of Student Teachers	3 sem. hrs.
Ed. 640—Reading Foundations	3 sem. hrs.
Ed. 641—Theory of Causes, Diagnosis, and Remediation of Reading Difficulties	3 sem. hrs.
Ed. 687—Advanced Child Psychology: Child Growth and Development	3 sem. hrs.
Program Advisor: Mrs. Mary C. Fitzgerald	

MASTER OF EDUCATION IN SECONDARY EDUCATION

Students working for advanced preparation in secondary education are required to complete the nine-hour core requirements and 12 hours from the following courses:

Required Courses

- Ed. 608—Research Project I: Secondary School Curriculum 3 sem. hrs.
- Ed. 609—Research Project II: Problems in Secondary Education 3 sem. hrs.

Suggested Electives in the Field

Ed. 623—Supervision of Student Teachers	3 sem. hrs.
Ed. 627—Issues in the Middle School and in the Junior High School	3 sem. hrs.
Ed. 604—Advanced Educational Psychology	3 sem. hrs.
Ed. 603—Advanced Psychology of Adolescence	3 sem. hrs.
Program Advisor: Dr. Hilda C. Smith	

MASTER OF EDUCATION IN EDUCATIONAL COMMUNICATION

Educational communication students learn how to conceptualize, create, design, produce, utilize, and evaluate visual and sound recorded material to capture and sustain audience (learner) attention in order to bring about desired behavioral outcomes.

Graduates enter educational programs in broadcasting, government, military, business, industry, health care, social work, and religion in addition to private and public school systems. They bring to these programs skill in providing a full range of learning resources to educational institutions and agencies.

The State of Louisiana now offers certification for the position of "Director of Parish Materials and/or Media Centers." This requires:

- 1) a valid Type B Louisiana teaching certificate,
- 2) successful completion of three years of teaching,
- 3) possession of a master's degree in education,
- 4) twelve hours of graduate credit in educational communications media.

A total of 30 graduate hours is required for this non-thesis degree. The nine core course hours must be completed within the first 12 hours of the candidate's graduate program: Ed. 500, Ed. 501, and Ed. 502.

In consultation with the educational communications graduate advisor, candidates for the Master of Education degree are to select 15 hours from the following course offerings:

Required Courses

Ed. 655—Application of Communications Media to Education	3 sem. hrs.
Ed. 656—Research in Educational Communications	3 sem. hrs.

Suggested Electives in the Field

Ed. 657—Production Techniques I	3 sem. hrs.
Ed. 658—Production Techniques II	3 sem. hrs.
Ed. 660—Instructional Television (Prerequisite: Ed. 657)	3 sem. hrs.
Ed. 661—Independent Media Development Project I	3 sem. hrs.
Ed. 662—Independent Media Development Project II	3 sem. hrs.
Alternate electives available:	
Ed. 563—Institute for Religious Communications I	3 sem. hrs.
Ed. 564—Institute for Religious Communications II	3 sem. hrs.
Ed. 566—The Preparation of Audiovisual Teaching Materials	3 sem. hrs.
Program Advisor: Dr. Frances J. Stein	

EDUCATION COURSES

Ed. 500	Philosophy of Education	3 sem. hrs.
	A brief study of the major philosophies, including contemporary movements, which affect educational thought.	
Ed. 501	Statistics in Education	3 sem. hrs.
	The computation, use and understanding of frequency distributions, measures of central tendency, measures of variability, normal curve, correlation, and statistical inference as applied to education and as found in educational literature. Should be taken before Ed. 502.	
Ed. 502	Methodology of Educational Research	3 sem. hrs.
	An extensive study of the methods and tools of educational research with emphasis upon student application of the scientific method through the selection, development, and reporting of a research topic.	
Ed. 510	Career Education	3 sem. hrs.
	Analysis and development of management systems for career education programs from elementary through adult education. Focus is on the vocational-technical-adult aspects.	

Ed. 511	Introduction to Vocational-Technical-Adult Education	3 sem. hrs.
	Philosophy, curriculum, legal foundations, and special administrative techniques for developing a management system for vocational-technical-adult education.	
Ed. 512	Urban Education	3 sem. hrs.
	This course presents the unique aspects of education in urban societal structure. Emphasis is placed on development of appropriate objectives and teaching techniques.	
Ed. 547	Characteristics of the Learning Disabled	3 sem. hrs.
	Presents the various professional approaches used in understanding the child who has great difficulty in learning but is apparently normal intellectually. Emphasis is upon the recognition, understanding, and remediation of various forms of learning disabilities.	
Ed. 548	Language Development	3 sem. hrs.
	A study of normal, delayed and distorted language development, diagnostic and remedial techniques for children with language disorders.	
Ed. 549	Methods and Practicum in Learning Disabilities	6 sem. hrs.
	Lecture-practicum course for teachers of the learning disabled. Stresses diagnosis and methods for correction of learning disabilities. Practicum provides an opportunity to work under supervision with children with learning disabilities. Permission of instructor required.	
Ed. 550	Laboratory Experiences Related to Learning Disabilities	3 sem. hrs.
	Must be taken in conjunction with Ed. 549. Permission of instructor required.	
Ed. 563	Institute for Religious Communications I	3 sem. hrs.
Ed. 564	Institute for Religious Communications II	3 sem. hrs.
Ed. 566	The Preparation of Audiovisual Teaching Materials	3 sem. hrs.
Ed. 591E*	The Learning Process	3 sem. hrs.
	The normal phases of child development are discussed with particular emphasis on how they relate to the learning process and the child's readiness to use the school situation for the acquisition of knowledge and skills.	
Ed. 592E*	A Seminar in Adolescent Behavior	3 sem. hrs.
	In these seminars disturbances of personality function in the educational setting of adolescents in particular are studied from the psychoanalytic point of view. Prerequisite Ed. 591E*.	

*These courses are offered by extension at the New Orleans Psychoanalytic Institute, 3624 Coliseum Street, New Orleans.

Ed. 593E*	Advanced Techniques in Guidance	3 sem. hrs.
	The seminars place emphasis on clinical material from the classroom situation. The Touro Infirmary Mental Health Center facilities and case material will also be utilized. Prerequisite Ed. 592E*.	
Ed. 603	Advanced Psychology of Adolescence	3 sem. hrs.
	A thorough study of the adolescent personality through the analysis of physical, emotional, social, motivational, intellectual, and volitional developmental changes, behavioral characteristics, basic problems and adjustments.	
Ed. 604	Advanced Educational Psychology	3 sem. hrs.
	A study of the nature of learning and the learning process with emphasis on a critical examination and evaluation of various theories of learning; the factors affecting learning, such as individual differences, motivation, memory, habits, transfer of training, and so on.	
Ed. 605	Instructional Design	3 sem. hrs.
	This course has the same description as Ed. 630.	
Ed. 606	Research Project I: Elementary School Curriculum	3 sem. hrs.
	Individual research experiences in facets of elementary school curriculum. Class format: tutorial. Prerequisites: Ed. 500, Ed. 501, Ed. 502.	
Ed. 607	Research Project II: Problems in Elementary Education	3 sem. hrs.
	Individual research experiences in problematic areas of contemporary elementary education. Class format: tutorial. Prerequisites: Ed. 500, Ed. 501, Ed. 502.	
Ed. 608	Research Project I: Secondary School Curriculum	3 sem. hrs.
	Research related to the development of secondary education; objectives, purposes and functions of the secondary school. Traditional and innovative curricula explored. Class format: tutorial. Prerequisites: Ed. 500, Ed. 501, Ed. 502.	
Ed. 609	Research Project II: Problems in Secondary Education	3 sem. hrs.
	Individual research related to an analysis of the problems and issues of secondary education today and an appraisal of the proposals for suggested changes and improvements in secondary education. Class format: tutorial. Prerequisites: Ed. 500, Ed. 501, Ed. 502.	
Ed. 620	Elementary and Secondary School Administration	3 sem. hrs.
	Principles, policies, practices and problems of elementary and secondary school administration; the role and functions of the elementary and secondary school principal; the improvement of pupil discipline and school-community relations.	

Ed. 621	Elementary and Secondary School Supervision	3 sem. hrs.
	Principles, policies, practices, and problems of elementary and secondary school supervision; in-service education of teachers; replacement or modification of the assign-study-recite-test scheme of teaching by more modern and defensible teaching techniques.	
Ed. 622	Research in Administration	3 sem. hrs.
	A research activity in school administration or supervision for advanced graduate students with permission of the advisor. Prerequisites: Ed. 500, 501, 502, 620, and 621.	
Ed. 623	Supervision of Student Teachers	3 sem. hrs.
	Role of the supervising teacher in student teaching. For those teachers who are interested in supervising elementary or secondary student teachers. Prerequisite: teaching experience and consent of instructor.	
Ed. 624	School Administration: Financing Public Education	3 sem. hrs.
	The development of public support of education in the United States; the role of federal, state, and local government in financing education; principles, practices and problems relative to the sources, distribution, and expenditure of public funds.	
Ed. 625	School Administration: Legal Foundations and Problems	3 sem. hrs.
	Principles of law as found in Constitutional provisions, typical statutes and decisions of cases as they affect education, public and private, are examined in this course from the viewpoint of governing bodies, administrators, educators, students and those responsible for them.	
Ed. 626	Organization and Administration of Public Education in the United States	3 sem. hrs.
	The scope and sequence of American Public Education; the role of the federal government, state government, and the local school district in American public education; problems, responsibilities and activities of public school teachers.	
Ed. 627	Issues in the Middle School and in the Junior High School	
	The purpose of the course is to offer administrative experiences for planning organizational structure and to provide concrete examples of how to initiate, operate, and evaluate the Middle School and the Junior High School.	
Ed. 628	School Supervision: Innovations in Education	3 sem. hrs.
	This course deals with the philosophy, organization, and supervision of innovative schools. Included in this instructional program will be team-teaching, non-graded classes and individualized instruction.	
Ed. 629	The Principalship	3 sem. hrs.
	The purpose of the course is to offer individuals interested in Elementary or Secondary administration organizational and administrative procedures, policies, practices, responsi-	

bilities, interpretation, and supervisory direction to be used in the effective operation of a school.

Ed. 630 Supervision: Instructional Design 3 sem. hrs.
This course addresses itself to the examination and application of the systems approach in the planning, implementation and evaluation of instructional procedures. More specifically, consideration is given to the following areas: describing the current status of a learning system; analyzing and formulating learning objectives; planning and implementing evaluation procedures; performing task descriptions and analyses; and applying the basics of human learning to the teaching concepts and principles, problem solving, and perceptual-motor skills. Furthermore, attention is devoted to Carroll's model of school learning as a theoretical basis underlying classroom learning.

Ed. 640 Reading Foundations 3 sem. hrs.
A foundation course designed to explore, in depth, the skills to be developed in a reading program, the grade-placement of these skills, and methods for developing efficiency in the application and usage of these skills.

Ed. 641 Theory of Causes, Diagnosis, and Remediation of Reading Difficulties 3 sem. hrs.
A course to give the classroom teacher, administrator, and reading specialist insight concerning the problems related to reading disabilities. Utilizing clinical experience with children, the causes, diagnostic procedures, and remedial methodology for increasing reading efficiency will be emphasized.

Ed. 642 Applied Methods of Diagnosis and Correction of Reading Difficulties, Elementary 3 sem. hrs.
Methods of diagnosis and correction of reading problems at the elementary level. Developmental reading programs are studied. Emphasis is placed upon analysis and implementation of current curriculum materials as well as standardized and teacher made tests. Permission of instructor required.

Ed. 643 Practicum in Treatment of Reading Difficulties, Elementary 3 sem. hrs.
Reading Clinic provides opportunity to work under supervision with children with reading and learning difficulties. Permission of instructor required.

Ed. 644 Applied Methods of Diagnosis and Correction of Reading Difficulties, Secondary 3 sem. hrs.
Methods of diagnosis and correction of reading problems at the secondary level. Developmental reading programs are studied. Emphasis is placed upon analysis and implementation of current curriculum materials as well as standardized and teacher made tests. Permission of instructor required.

Ed. 645	Practicum in Treatment of Reading Difficulties, Secondary	3 sem. hrs.
Reading Clinic provides opportunity to work under supervision with children with reading and learning difficulties. Permission of instructor required.		
Ed. 646	Laboratory Experiences Related to Reading Difficulties	3 sem. hrs.
Must be taken in conjunction with Ed. 642 and 643, or Ed. 644 and 645. Permission of instructor required.		
Ed. 655	Application of Communications Media to Education	3 sem. hrs.
This course is an introduction into the systematic methods of incorporating communications media into the work of achieving planned curriculum outcomes. Course emphasis is divided into four areas: (1) patterns for teaching and learning, (2) theories of perception, communication and learning, (3) research in the design of audiovisual materials, (4) selecting, utilizing, producing, and evaluating audiovisual materials. Offered every Fall.		
Ed. 656	Research in Educational Communications	3 sem. hrs.
The problem solving activities in this course involve an investigation into both applied and theoretical research in the following areas: (1) communications theory, theories of perception and theories of learning, (2) instructional development, (3) evaluation of instructional materials, (4) technological innovations, (5) planning and administration of media in Education, (6) educational communications personnel, (7) information systems, (8) public educational broadcasting, (9) international development/satelite communications, (10) industrial training and educational media. Offered every Spring.		
Ed. 657 & 658	Production Techniques I and II	6 sem. hrs.
These two courses must be taken in sequence. This is a studio production course, which includes a weekly lecture/critique meeting, and two weekly studio laboratory sessions. Basic theoretical and practical knowledge of three message systems—television, motion pictures, and radio will be covered. Awareness of the processes of production in all three mediums will be emphasized. The course is team-taught by production specialists. Super 8mm film stock and processing cost must be paid for by the student. Field trips to commercial broadcasting production studios are included.		
Ed. 660	Instructional Television	3 sem. hrs.
This course provides the student with experiences in preparing programs and spots for both closed-circuit and broadcast, for schools, churches, government, the military, and industrial organizations. Attention is focused on message design, writing for television; production competencies and the application of behavioral science principles to the design of instructional messages. Offered every Spring. Prerequisite: Ed. 657.		

Ed. 661	Independent Media Development Project I Students define a social problem in the community. Research is conducted to determine what is being done about the problem, what needs to be done about the problem, and who (the audience) most needs to be enlightened about the problem. This information is distilled, condensed and "packaged" for the media—for group and mass distribution using radio, television, and film.	3 sem. hrs.
Ed. 662	Independent Media Development Project II Same as Ed. 661.	3 sem. hrs.
Ed. 669	Independent Media Development Project Under the direction of a faculty project advisor, the student designs an educational program for a specific mass media or small group audience. Upon completion of the instructional production, the student presents it to the audience for whom it was designed, evaluates its effectiveness in achieving its intended purpose, and reports on his or her findings. The conclusions, in the form of a research paper, must be formally delivered to a graduate faculty panel. Prerequisites: Ed. 655, 656, 657. Permission of graduate advisor is required.	3 sem. hrs.
Ed. 670	Principles and Administration of Guidance A survey of the history, nature, purposes, functions, principles and practices of organized guidance in our educational system. Required for Counselors in secondary schools.	3 sem. hrs.
Ed. 671	Analysis of the Individual A survey of the educational measurement movement; the principles and techniques of constructing and improving teacher-made tests; an appraisal of intelligence, aptitude, achievement, and interest tests relative to their validity, reliability, administration and interpretation. Required for Counselors in secondary schools.	3 sem. hrs.
Ed. 672	Vocational Guidance Required for counselors in the secondary school.	3 sem. hrs.
Ed. 673	Research in Guidance Permission of instructor required.	3 sem. hrs.
Ed. 674	Educational and Occupational Information A study of various types of published information and multi-sensory materials, various occupational classification systems, methods of collecting, classifying, evaluating, and using occupational information. Required for counselors in secondary schools.	3 sem. hrs.
Ed. 675	Counseling Theory and Practice Theories and techniques of counseling with consideration given to the principles, practices, tools, problems, and evaluation of counseling. Required for counselors in secondary and elementary schools.	3 sem. hrs.

Ed. 676	Group Processes	3 sem. hrs.
	The nature, importance, and types of group guidance in a guidance program; an intensive study of the contents, materials and techniques utilized in group guidance. Required for counselors in the secondary school.	
Ed. 679	Practicum in Guidance	3 sem. hrs.
	A planned program of supervised field experiences in a work setting similar to that in which the individual expects to function as a counselor. Trainees will perform increasingly complex guidance and counseling functions as they are judged competent to do so in consultation with supervisory staff. Practice in group and individual counseling will be reviewed through video and audio tapes. Permission of instructor required. Required for counselors in the secondary school.	
Ed. 680	Principles and Administration of Elementary School Guidance	3 sem. hrs.
	Required for counselors in the elementary school. See description for Ed. 670.	
Ed. 681	Analysis of the Elementary School Pupil	3 sem. hrs.
	Required for counselors in the elementary school. See description for Ed. 671.	
Ed. 684	Orientation to the World of Work	3 sem. hrs.
	Required for counselors in the elementary school. See description for Ed. 674.	
Ed. 686	Group Processes in the Elementary School	3 sem. hrs.
	Required for counselors in the elementary school. See description for Ed. 676.	
Ed. 687	Advanced Child Psychology: Child Growth and Development	3 sem. hrs.
	A thorough study of child behavior from birth through the elementary school age with reference to the recognition and development of the various traits of personality prior to the onset of puberty. Required for counselors in the elementary school.	
Ed. 689	Practicum in Guidance: Elementary	3 sem. hrs.
	Required for counselors in the elementary school. Permission of instructor required. See description for Ed. 679.	

MUSIC

DEAN AND GRADUATE DIVISION CHAIRMAN: Joe B. Butram;

PROFESSORS: Charles Braswell, Joe B. Butram, Elise Cambon, Michael Carubba, Clement McNaspy, S.J.;

ASSOCIATE PROFESSORS: Arthur Cosenza, Harvey Olin, Patrick McCarty;

ASSISTANT PROFESSORS: Joseph Hebert, Harry McMurray, S.J., Janet Martin, Esther Olin, Joan Purswell, Thomas Tunks, Larry Wyatt;

INSTRUCTORS: Anthony Decuir.

Purpose

The Graduate Division of the College of Music offers three degrees: The Master of Music in applied music (voice, piano, organ, harpsichord, woodwind, brass, percussion or stringed instruments); The Master of Music Education; and the Master of Music in Music Therapy.

The Master of Music degree is designed for students who wish to become professional performers or accompanists, or who wish to teach applied music at an advanced level.

The Master of Music Education degree is designed primarily for members of the elementary or secondary teaching professions. The intent of the degree is the development of professional leadership capabilities with emphasis on scholarly research.

The Music Therapy department offers a program of graduate study designed to provide students with the opportunities to achieve advanced professional, behavioral and musical knowledge. In addition, techniques of scholarly writing and research are emphasized.

Admission

Requirements and procedures for admission to the Graduate Division are set forth in this bulletin. Admission to the Graduate Division allows the student to enroll for graduate courses but does not ensure that the student will be accepted as a degree candidate.

Admission to Candidacy

To be admitted to candidacy for a particular degree program, the applicant must satisfy the following requirements:



Master of Music

- a. Bachelor of Music degree (or equivalent) from a recognized institution. Students holding music degrees with majors other than applied music also may pursue this degree, provided that competencies normally expected of the Bachelor of Music graduate are in evidence.
- b. Completion of 12 semester hours of graduate course work with a minimum grade point average of 3.0.
- c. Completion of the Undergraduate Program Test. This test is to be taken prior to or during the first semester of enrollment. The test is administered by the Chairman, Department of Theory and Composition, 866-5471, ext. 477. Test results are to be sent to the Chairman of the Graduate Division, College of Music.
- d. Audition on the major instrument and a piano proficiency examination.
- e. Applicants not meeting graduate standards as cited above will be required to make up deficiencies. Deficiencies may be removed by examination or by completion of the appropriate undergraduate courses with a grade of B or higher.

Master of Music Education

- a. Bachelor of Music Education degree (or equivalent) and teacher certification in the State of Louisiana.

- b. Completion of 12 semester hours of graduate course work with a minimum grade point average of 3.0.
- c. Completion of the Miller Analogies Test. This test is administered by the department of education. For dates and times of testing, consult the bulletin or call 866-5471, ext. 225.
- d. Completion of the Undergraduate Program Test. This test is to be taken prior to or during the first semester of enrollment. The test is administered by the chairman, Department of Theory and Composition, 866-5471, ext. 477. Test results are to be sent to the Chairman of the Graduate Division, College of Music.
- e. Audition in the primary area of performance. For the audition, consult the chairman, Applied Music.

Master of Music Therapy

- a. Bachelor of Music Therapy degree (or equivalent).
- b. Psychological evaluation.
- c. Completion of the Miller Analogies Test. This test is administered by the department of education. For dates and times of testing, consult the bulletin or call 866-5471, ext. 225.
- d. Completion of 12 semester hours of graduate course work with a minimum grade point average of 3.0.
- e. Functional music proficiency. Consult the Chairman, Department of Music Therapy.

Residence

Graduate degrees offered by the College of Music require a minimum of one semester, or its equivalent in summer terms, as a full time student. Ordinarily, two summer terms will be interpreted as meeting this minimum requirement. A student may enroll for a maximum of 13 semester hours during the regular term and a maximum of nine semester hours during the summer session. A full-time teacher who wishes to take courses during the regular term may enroll for a maximum of six hours per semester.

MASTER OF MUSIC IN APPLIED MUSIC

The Master of Music in Applied Music consists of a minimum of 32 semester hours in advanced and graduate courses in the following areas.

I. Applied Music	14-16 sem. hrs.
Required Courses:	
Mu. 627-8—Applied Music	6 sem. hrs.

Mu. 793-4—Recital, Recital Document	6 sem. hrs.
Remaining hours are to be composed of 2-4 hours of ensemble. Two semester hours of ensemble must be in the major ensemble appropriate to the performing specialty. An additional two semester hours of ensemble may be taken in a major or chamber ensemble.	
Mu. 597-8—Ensemble	2-4 sem. hrs.
II. Cognate Studies	12 sem. hrs.
Selected from following:	
Mu. 511—Pedagogy of Theory	3 sem. hrs.
Mu. 613—Composition	3 sem. hrs.
Mu. 615—Advanced Scoring	3 sem. hrs.
Mu. 517—Style Analysis to 1900	3 sem. hrs.
Mu. 518—Style Analysis 1900 to the Present	3 sem. hrs.
Mu. 531—Choral Literature	3 sem. hrs.
Mu. 532—Solo Vocal Literature (other than opera)	3 sem. hrs.
Mu. 533—Opera Literature	3 sem. hrs.
Mu. 535—Keyboard Literature I	3 sem. hrs.
Mu. 536—Keyboard Literature II	3 sem. hrs.
Mu. 537—Orchestral Literature	3 sem. hrs.
Mu. 539—Chamber Music Literature	3 sem. hrs.
Mu. 541—Keyboard Pedagogy	3 sem. hrs.
Mu. 542—Vocal Pedagogy	3 sem. hrs.
Mu. 543—String Pedagogy	3 sem. hrs.
Mu. 544—Woodwind Pedagogy	3 sem. hrs.
Mu. 545—Brass Pedagogy	3 sem. hrs.
Mu. 546—Choral Pedagogy	3 sem. hrs.
Mu. 561—Advanced Choral Conducting	3 sem. hrs.
Mu. 563—Advanced Instrumental Conducting	3 sem. hrs.
Mu. 581—Music History - Medieval-Renaissance	3 sem. hrs.
Mu. 582—Music History - Baroque	3 sem. hrs.
Mu. 583—Music History - Classical	3 sem. hrs.
Mu. 584—Music History - Romantic	3 sem. hrs.
Mu. 585—Music History - Contemporary	3 sem. hrs.
III. Electives	4-6 sem. hrs.
Electives may be chosen from the above or other graduate music course offerings. With the approval of the Chairman of the Graduate Division of the College of Music, students may take courses outside the College of Music to fulfill elective requirements.	
IV. In addition to the recital and recital document, the candidate must complete written and oral comprehensive examinations.	

MASTER OF MUSIC EDUCATION

The candidate for the Master of Music Education degree may select one of three different degree tracks which are described below.

Track I—This program is intended for the student interested in research and considering doctorate study. The degree requires a total of 30 semester hours, 3-4 of which are for the purpose of writing a thesis. An oral examination in defense of the thesis is required.

Track II—This program is intended for the candidate with strong emphasis and ability in performance. Requirements may be fulfilled by 36 semester hours of course work, six hours of which will be awarded for a recital/lecture program with accompanying written analysis.

Track III—This program offers the candidate the opportunity to fulfill his degree requirements by completing 36 semester hours of course work followed by written and oral examinations. In addition, he must display certain proficiencies, these being determined by the area of emphasis.

The selection of the proper track for a particular individual will be determined by the student in consultation with his advisor. This may be done after the completion of approximately 12 semester hours. Questions relating to degree programs or changes in degree programs for individuals now enrolled will be answered upon request.

Courses are elected from the following areas:

I. Music Education	10-18 sem. hrs.
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Required Courses:

Mu. 790—Seminar in Research	1 sem. hr.
Mu. 791—Thesis	3-4 sem. hrs.
Mu. 551—Organization of School Music	3 sem. hrs.

Courses may be elected from the following to complete the required 10-15 hours:

Mu. 454*—Psychology of Music I	3 sem. hrs.
Mu. 543—String Pedagogy	3 sem. hrs.
Mu. 544—Woodwind Pedagogy	3 sem. hrs.
Mu. 545—Brass Pedagogy	3 sem. hrs.
Mu. 546—Choral Pedagogy	3 sem. hrs.
Mu. 553—Music in Society	3 sem. hrs.
Mu. 621—Special Problems	2-3 sem. hrs.
Mu. 656—Research in Music Education	3 sem. hrs.

*Students may take a maximum of six hours of 400 level (undergraduate) courses which may apply to the graduate degree.

II.	General Music	9-17 hrs.
To be selected from courses such as the following:		
	Mu. 511—Pedagogy of Theory	3 sem. hrs.
	Mu. 517-8—Style Analysis	3-6 sem. hrs.
	Mu. 531—Choral Literature	3 sem. hrs.
	Mu. 537—Orchestral Literature	3 sem. hrs.
	Mu. 561—Advanced Choral Conducting	3 sem. hrs.
	Mu. 563—Advanced Instrumental Conducting	3 sem. hrs.
	Mu. 597-8—Ensemble	1-2 sem. hrs.
	Mu. 615—Advanced Scoring	3 sem. hrs.
	Mu. 625-6—Applied Music	2-4 sem. hrs.
	Mu. 793-4—Recital, Recital Document	6 sem. hrs.
III.	Education	3-9 hrs.
To be selected from courses such as the following:		
	Ed. 500—Philosophy of Education	3 sem. hrs.
	Ed. 502—Statistics in Education	3 sem. hrs.
	Ed. 566—The Preparation of Audiovisual Teaching Materials	3 sem. hrs.
	Ed. 604—Advanced Educational Psychology	3 sem. hrs.
	Ed. 603—Advanced Psychology of Adolescence	3 sem. hrs.
	Ed. 687—Advanced Child Psychology	3 sem. hrs.

MASTER OF MUSIC IN MUSIC THERAPY

The Master of Music in Music Therapy consists of a minimum of 30 semester hours chosen from the following:

I.	Required Courses:	
	Psy. 403—Experimental Design or	
	Mu. 677—Statistics III	3 sem. hrs.
	Mu. 654—Psychology of Music II	2 sem. hrs.
	Mu. 573—Music Therapy VI	3 sem. hrs.
	Mu. 675—Music Therapy VII	3 sem. hrs.
	Mu. 791—Thesis	4-6 sem. hrs.
II.	Electives I	
	Mu. 511—Pedagogy of Theory	3 sem. hrs.
	Mu. 537—Orchestral Literature	3 sem. hrs.
	Mu. 546—Choral Pedagogy	3 sem. hrs.
	Mu. 615—Advanced Scoring	3 sem. hrs.
	Mu. 625-6—Applied Music	2-4 sem. hrs.
III.	Electives II	
	Psy. 310*—Personality Theory	3 sem. hrs.
	Psy. 402—Psychopathology	3 sem. hrs.
	Ed. 603—Advanced Psychology of Adolescence	3 sem. hrs.

Ed. 670—Principles and Administration of Guidance 3 sem. hrs.
Ed. 687—Advanced Child Psychology 3 sem. hrs.

In addition to the required or core courses, a minimum of five hours must be selected from subjects similar to those listed in electives I, and a minimum of nine hours selected from subjects similar to those listed in electives II. A comprehensive oral examination, including defense of the thesis, is required for graduation.

Music Courses

Mu. 453	Music Therapy V	4 sem. hrs.
	Affective response to music; perception of musical stimuli; physiological response to music; tests and measures in music; and musical acoustics.	
Mu. 454	Psychology of Music I	3 sem. hrs.
	Acoustics of music; sound waves and their characteristics; vibratory sources of sounds; anatomy of hearing; neural auditory connections to the cortex; the psychology of tone; nature of the aesthetic experience; tests of musicality and talent.	
Mu. 511	Pedagogy of Theory	3 sem. hrs.
	Presentation of the various approaches to the teaching of theory with special emphasis on primary and secondary levels. Auditing of undergraduate theory classes is required.	
Mu. 517	Style Analysis I	3 sem. hrs.
	Theoretical analysis of selected works in correlation with historical development of compositional practices. The effect of theoretical understanding and historical milieu upon performance is emphasized. Prerequisite: permission of instructor.	
Mu. 518	Style Analysis II	3 sem. hrs.
	Theoretical analysis of selected works of the 20th Century with emphasis upon how modern techniques of composition evolved from their musical ancestors. Prerequisite: Mu. 517.	
Mu. 531	Choral Literature	3 sem. hrs.
	Extensive study of choral literature and style from the Middle Ages to the present.	
Mu. 532	Solo Vocal Literature	3 sem. hrs.
	A survey of solo vocal literature other than opera from the Baroque to the present.	
Mu. 533	Opera Literature	3 sem. hrs.
	Survey of opera and its forerunners from the 16th Century to the present. Works in the active repertoire and of signal historical impact will be given a major attention.	

*Six hours of 300 level (undergraduate) courses may be elected to apply to the graduate degree. An additional three hours of senior level psychology may be taken to fulfill requirements for electives II.

Mu. 535	Keyboard Literature I	3 sem. hrs.
	Keyboard music from the Elizabethan Virginal School through the French Clavecinists; the late German Baroque masters, Bach and Handel; required listening.	
Mu. 536	Keyboard Literature II	3 sem. hrs.
	Keyboard music from pre-classical composers through the present day, required listening.	
Mu. 537	Orchestral Literature	3 sem. hrs.
	Survey of orchestral literature from the Baroque to the present including stylistic analysis of selected works.	
Mu. 539	Chamber Music Literature	3 sem. hrs.
	An intensive survey of the accumulated chamber works of the originators of the medium and of the great masters that have followed.	
Mu. 541	Keyboard Pedagogy	3 sem. hrs.
	Teaching materials and literature suitable for the upper intermediate and advanced levels; discussion of the musical and technical problems of these levels and various pedagogical approaches to these problems.	
Mu. 542	Vocal Pedagogy	3 sem. hrs.
	A survey of the various approaches to the teaching of singing with emphasis on the physiology and acoustics of the voice.	
Mu. 543	String Pedagogy	3 sem. hrs.
	A comprehensive study of the teaching methods of the past and the present. Special emphasis is placed upon the Suzuki pedagogical system. The student is required to acquire such basic resource material that is the necessary companion to the well prepared teacher of classroom and studio. Several sessions will deal with string instrument maintenance, such as: gluing, soundpost making and setting, bridge making and placement, tone modification.	
Mu. 544	Woodwind Pedagogy	3 sem. hrs.
	Problems related to the teaching of woodwind instruments; mechanical and acoustical problems; instructional materials solo and ensemble literature.	
Mu. 545	Brass Pedagogy	3 sem. hrs.
	Problems and procedures in the teaching of brass instruments; historical development; acoustical considerations; methods and instructional materials; literature.	
Mu. 546	Choral Pedagogy	3 sem. hrs.
	Choral organization problems, blend, balance, intonation and vocal production; interpretation of literature; program building; rehearsal psychology.	
Mu. 551	Organization of School Music	3 sem. hrs.
	A study of Music Education, its historical development, its position in the context of educational philosophy and psychology, recent trends and the place of music in the school curriculum; criteria for the evaluation of activities,	

courses, materials, and methods in a well-balanced program of music.

Mu. 553	Music in Society	Lecture; 3 sem. hrs.
	A study of musical aesthetics as related to the social and political development of Western Man: Origins of aesthetic thought, Plato, Aristoxenus; Roman, Patristic and Reformation theories; Aesthetics and empiricism; Modern sociological and psychological contributions.	
Mu. 561	Advanced Choral Conducting	3 sem. hrs.
	A detailed study of advanced conducting problems; special emphasis on score reading and analysis; contemporary literature, style and interpretation.	
Mu. 563	Advanced Instrumental Conducting	3 sem. hrs.
	Conducting techniques; score reading and analysis; literature, style and interpretation.	
Mu. 573	Music Therapy VI	3 sem. hrs.
	Seminar. Techniques of scientific writing and data collection. One hundred and twenty research abstracts in addition to completion of an experimental research project are required.	
Mu. 581	Music History — Medieval, Renaissance	3 sem. hrs.
	A study of the music, the philosophical ideas and theoretical practices from Antiquity through the Renaissance with an emphasis on direct exposure to the music itself and available source materials.	
Mu. 582	Music History — Baroque	3 sem. hrs.
	A study of the music from 1580-1759 beginning with the works of Giovanni Gabrieli and culminating with those of Bach and Handel. Emphasis will be placed on the evolution and development of opera, chamber vocal and instrumental forms, the baroque concerto and keyboard music.	
Mu. 583	Music History — Classical	3 sem. hrs.
	The scope of this course will begin with the work of Pre-classical composers and extend through the first period of Beethoven. The emphasis will be placed on the evolution of the classical sonata and the development of opera.	
Mu. 584	Music History — Romantic	3 sem. hrs.
	A study of nineteenth century musical forms beginning with the second period of Beethoven and extending to Debussy.	
Mu. 585	Music History — Contemporary	3 sem. hrs.
	The scope of this course will extend from Debussy to the present date. The emphasis will be on the works of the avant garde composers of the second half of the century.	
Mu. 597-8	Ensemble	1-2 sem. hrs.
	May consist of Chorus, Orchestra, Band, Opera Workshop, or smaller ensemble.	

Mu. 613	Composition	3 sem. hrs.
	Free composition acceptable to the instructor. A multi-movement chamber work or a single movement for a major ensemble is required. Prerequisite: evidence of extensive undergraduate compositional experience in neo-tonal and serial techniques.	
Mu. 615	Advanced Scoring	3 sem. hrs.
	The study of scoring for various media such as concert band, chorus, string orchestra, and full orchestra; course structured to individual student's need and interest.	
Mu. 621	Special Problems	2-3 sem. hrs.
	Individual study in an area of interest and significance under the supervision of a faculty member.	
Mu. 625-8	Applied Music	2-6 sem. hrs.
	Private study. The student must display a minimum level of performing ability on his designated major instrument (including voice).	
Mu. 654	Psychology of Music II	2 sem. hrs.
	Techniques and instrumentation for research in the psychology of music. Lecture and laboratory.	
Mu. 656	Research in Music Education	2-5 sem. hrs.
	Original investigations in the field of music education.	
Mu. 675	Music Therapy VII	3 sem. hrs.
	Seminar. Original investigations in the field of music therapy.	
Mu. 677	Statistics III	3 sem. hrs.
	Non-Parametric statistics, complex analysis of variance, multiple correlation techniques. Independent study.	
Mu. 790	Seminar in Research	3 sem. hrs.
	Required of all Master's candidates, enrollment must be concurrent with the student's first semester in the graduate program; techniques in research and writing crucial to the completion of the thesis.	
Mu. 791	Thesis	3-6 sem. hrs.
	Research; required of students electing Track I of the Master of Music Education program and for the Master of Music Therapy program.	
Mu. 793-4	Recital, Recital Document	6 sem. hrs.
	Performance and written analysis of selected works; required of candidates enrolled in the Master of Music program and electing Track II of the Master of Music Education program.	

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Institute of Politics.....	James T. Chubbuck, Ph.D., <i>Director</i>

*On leave as president of the Association of Independent Colleges and Universities of Louisiana.

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Women's Center.....	Carol Mawson, M.A., <i>Director</i>

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Student Health Service	Jack Ruli, M.D., <i>Director</i>
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Student Activities	Manuel R. Cunard, M.A., <i>Director</i>

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Computer Center	Kenneth L. Beasley, <i>Director</i>
University Services	J. D. McCulla, <i>Manager</i>
Personnel	Thomas R. Preston, <i>Director</i>

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Development	Lee P. Gary, Ph.D., <i>Director</i>
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GRADUATE FACULTY

ALVIN AUBRY, Ed.D., *Associate Professor of Education.*

B.A., Xavier University, 1937; M.A., *ibid.*, 1950; Ed.D., University of Indiana.

WILLIAM BARNETT, *Professor of Economics.*

B.A., Loyola University, 1967; Ph.D., Michigan State University, 1974.

E. LETITIA BEARD, Ph.D., *Professor of Cellular Physiology*

B.A., Texas Christian University, 1952; B.S., *ibid.*, 1953; M.T. (A.S.C.P.), 1953; M.S., Texas Christian University, 1955; Ph.D., Tulane University, 1961.

JOSEPH M. BONIN, *Professor of Finance and Economics.*

B.S., Springhill College, 1950; M.A., Louisiana State University, Baton Rouge, La., 1952; Ph.D., *ibid.*, 1960.

ALLEN I. BOUDREAUX, M.B.A., *Professor of Accounting.*

B.S., Loyola University, New Orleans, 1942; M.B.A., Louisiana State University, 1950; C.P.A., 1953.

CHARLES E. BRASWELL, Mus.M., *Professor of Music Therapy; Chairman of the Department.*

B.M., North Texas State University, 1950; Mus.M., American Conservatory of Music, Chicago, 1952; R.M.T., Kansas University and the Menninger Clinic, 1956.

JOE B. BUTTRAM, Ph.D., *Professor of Music Education; Chairman of the Graduate Department; Dean of College of Music.*

B.M., North Texas State University, 1954; M.M.E., *ibid.*, 1957; Ph.D., Kansas University, 1967.

LORYNNE CAHN, M.Ed., *Assistant Professor of Education.*

B.S., New York University, 1950; M.Ed., Loyola University, New Orleans, 1969.

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B.A., Newcomb College, 1939; Mus.M., University of Michigan, 1947; Cand. Ph.D., Tulane University, 1972.

JAMES C. CARTER, S.J., Ph.D., *President.*

B.S., Spring Hill College, 1952; M.S., Fordham University, 1953; Ph.D., The Catholic University of America, 1956; S.T.L., Woodstock College, 1959.

MICHAEL J. CARUBBA, Mus.M., *Professor of Applied Music; Chairman of the Department.*

B.M.E., Loyola University, New Orleans, 1949; M.M.E., Louisiana State University, 1951; Mus.M., *ibid.*, 1952.

JOHN E. CAVE, Ph.D., *Assistant Professor of Management.*

B.B.A., University of Minnesota, 1966; M.B.A., *ibid.*, 1968; Ph.D., *ibid.*, 1972.

JOHN F. CHRISTMAN, Ph.D., *Professor of Biochemistry; Director of Graduate Studies and Research.*

B.S., Notre Dame University, 1944; M.A., Indiana University, 1946; M.S., University of Tennessee, 1948; Ph.D., *ibid.*, 1950.

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B.A., St. Procopius College, 1969; M.S., University of Minnesota, 1971; Ph.D., *ibid.*, 1973.

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B.S., Loyola University, New Orleans, 1951; M.Ed., *ibid.*, 1956.

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B.A., New York University, 1937; M.A., Columbia University, 1938; Ph.D.,
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Director of Bands.
B.M.E., Loyola University, New Orleans, 1963; Mus.M., Manhattan School of
Music, 1965.

SHARRI HEMBEL, M.S., *Instructor in Education.*
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sity of New Orleans, 1974.

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B.A., Xavier University, New Orleans, 1951; M.S., Indiana University, 1956;
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B.B.A., Tulane University, 1957; M.B.A., Loyola University, New Orleans,
1965; C.P.A., Louisiana, 1967; Ph.D., Louisiana State University, 1972.

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B.Sc., University of Baghdad, 1944; M.Sc., University of Oklahoma, 1950;
Ph.D., ibid., 1953.

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B.S., Spring Hill College, 1958; Ph.D., The Johns Hopkins University, 1962.

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Ph.D., University of Oklahoma, 1970.

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ory.*
B.M., Florida State University, 1955; M.A., Mills College, 1956; Cand. Ph.D.,
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ition; Chairman of the Department.*
B.M., West Virginia University, 1952; Mus.M., Eastman School of Music,
Rochester, 1953; Ph.D., ibid., 1958.

CLEMENT J. McNASPY, S.J., Mus.Doc., *University Professor.*
A.B., St. Louis University, 1936; M.A., ibid., 1938; Ph.L., ibid., 1945; Mus.Lic.
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